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ABSTRACT

A survey of United States students studying and traveling abroad was conducted with a questionnaire distributed in the 1984 and 1985 applications for the International Student Identity Card. In 1984 all applications processed in New York were included in this study; in 1985 one out of every three applications was sampled. The total number of respondents in 1984 was about 3,300; in 1985 the responses of about 1,740 students to a somewhat expanded instrument were included. The study gathered demographic, descriptive, and behavioral information about the intent, content, and (where applicable) the impact of the international experience on the student. The report describes the study's objectives, summarizes the results of the questionnaire, compares profiles of eight types of traveling students, reports the self-assessed impact of students' prior international experience, notes patterns in these results, and in previous traveling student cohorts, and draws conclusions for policy. Based on the survey's results, U.S. institutions should reconsider existing policy on a variety of issues, including allocation of program and financial aid resources for study abroad, orientation and advising services for traveling students, language training, international opportunities for students in the sciences and professions, program length, location of study opportunities, and relative attractiveness of international opportunities to women and men. The complete 1984 and 1985 questionnaires are appended. (MSE)

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A PROFILE OF THE U.S. STUDENT ABROAD -- 1984 and 1985

Jolene Koester

California State University
Sacramento, California

November 1987

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FOREWORD

Jolene Koester and I have been colleagues dating back to 1968 at the University of Minnesota. The genesis of our interest in why students went overseas stemmed in part from trying to understand and integrate our own overseas experiences. Our parents did not speak a second language and had not been overseas. We were from small towns where there wasn't a high consciousness about the world and our friends didn't travel. In other words, while we did not believe that we were unique because of our interest in going overseas, we also did not "fit" what appeared to be the prototype of most students who did so.

We were encouraged in our pursuit by the very special environment at the University of Minnesota where the international dimension of higher education was richly supported. As staff members at the International Study and Travel Center we made some minor forays into data collection, while trying to establish a profile of the students who used the services of the Center.

Since then Jolene has gone on to complete her M.A. at the University of Wisconsin at Madison and her Ph.D. at the University of Minnesota at Minneapolis. She was on the faculty of the University of Missouri at Columbia for three years prior to joining California State University at Sacramento, where she is currently an Associate Professor and Chair of the Department of Communication Studies. Circumstance has allowed the Council to apply Jolene's considerable talents as a researcher to this project that establishes a profile of the U.S. student who travels internationally.

Jolene has not received any personal reimbursement in the nearly six years she has worked on this project and we gratefully acknowledge her and her institution's support of this project. The enormous amount of time spent by Jolene has been supplemented by many other individuals who are duly noted in the body of her report.

In completing the third and final year of this study, Jolene has offered several recommendations for members of the international education field to consider. While they reflect her own analyses and opinions, they are at the very least interesting and in some instances contrary to the popular wisdoms. We hope that this study will generate discussion and debate and will serve as the basis for additional research.

Colleen Zarich
Deputy Executive Director
September 1987

ACKNOWLEDGEMENTS

Since 1982, staff members at the Council on International Educational Exchange and I have worked together to establish this statistical profile of the U.S. traveling student. In 1985 CIEE published the report on data collected during the first year (1983) of the project. This current volume reports the analysis of the data collected in 1984 and 1985. A project of this magnitude is possible only through the coordinated efforts of many individuals. At CIEE, Colleen Zarich was instrumental in initiating the research project and supporting it; Mindy Naiman, also, carried much of the individual burden of getting the project off the ground and has since worked on editing the manuscripts; Greg Posey, along with his staff members, Carina Klein and Meredith Goldsmith, worked to prepare this report; and Joe Hickey provided valuable advice, insights and suggestions as the project progressed. At California State University, Sacramento, I received help from several graduate students, Cheryl Imura, Adrienne Downey, and Eve Lance, in pulling apart computer output and constructing tables. My own interest and excitement about studying the U.S. student abroad stems from the rich and varied set of international education opportunities and activities available to me as a student at the University of Minnesota. Those opportunities can be directly traced to the work of Forrest G. Moore and Josef Mestenhauser, who created a university environment that nurtured the salience of the international dimension of undergraduate education. It is my hope that the understandings gained about the U.S. student abroad from this research project will assist those professionals who continue to work to provide intercultural opportunities for our students. It is those traveling students, who took the time and thought to complete the surveys, to whom all of us involved in this research project extend our thanks.

Jolene Koester
Department of Communication Studies
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Sacramento, California

CHAPTER ONE

DESCRIPTION OF RESEARCH PROJECT

Background

In 1983 the Council on International Educational Exchange began a research project on U.S. students who study, travel and work abroad using a questionnaire inserted within the application for the International Student Identity Card (ISIC). The purpose of this research project was to provide descriptive information about U.S. students who go abroad including background and demographic characteristics, descriptive information about the intended international experience, and motivational and behavioral characteristics of the students. Students purchasing the ISIC in 1983, 1984, 1985, and 1986 have completed questionnaires. A report, Profile of the U.S. student abroad, summarizing the results of the surveys completed by students purchasing the ISIC in 1983 was published by CIEE (Koester, 1985).[1] This current report presents the results of this ongoing research project for the 1984 and 1985 years.

A complete review of previous research on U.S. students who work, study and travel abroad and a thorough discussion of methodological procedures and constraints of the overall research project are presented in the first publication. This chapter provides a brief summary of the purpose of the overall research project and its methodology.

Description and Purpose

The review of research on U.S. students who study, travel and work abroad in the report of the 1983 data (Koester, 1985) argued that there is minimal descriptive information on the traveling U.S. student. There is also a dearth of information on the types of international educational experiences available for those who do not select the study abroad program sponsored by the U.S. educational institution. The purpose of this ongoing research project is to establish a profile of the U.S. student who works, studies, and travels abroad, as well as to provide a statistical description of the nature of that international experience. Specifically, four research questions were addressed: who are the students who travel internationally?; what is the nature of their intended international experience?; what are the motivational and behavioral characteristics of these students?; and, for those who had a prior international experience, how do they assess the impact of that experience?

Method

Student travelers provided answers to these questions through a questionnaire included in the application for the ISIC, which is in the Council's annual Student Travel Catalog. Study respondents are limited to those U.S. students who purchased the International Student Identity Card through mail applications to CIEE's New York office using the application form in the Student Travel Catalog.

In 1984 all applications processed in New York were included in this study; in 1985 one out of every three applications was sampled in order of receipt and included for data analysis. The total number of respondents in 1984 was about 3,300 and in 1985 the questionnaires of about 1,740 student respondents were included.

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[1] Koester, J. (1985). Profile of the U.S. student abroad. New York: Council on International Educational Exchange.

While the overall research questions remained constant each year from 1983 through 1985, minor changes were made in the wording of specific questions and response choices. In 1985 several new questions were added. The complete 1984 and 1985 questionnaires are reproduced at the end of this report.

Questions used to describe the background and demographic characteristics of students included: gender (1985); year in school; field of study; parental fluency in a second language; second language spoken in the home (1985); respondent fluency in parental second language (1985); parental international residence of at least a year; respondent fluency in any second language; and, change of residence before age 18.

A profile of the student's intended international experience was gathered from responses to questions concerning: descriptions of intended sojourn; length of proposed trip; destination (1985); traveling in a group or alone; financing of trip; and student concerns about the trip.

The motivational and behavioral characteristics of students were determined by questions on: source of interest in international travel; personal goals; number of prior international trips; intention to travel internationally again within the next two years; amount of time spent with people of other cultures; degree to which news of international events is sought; anticipated changes in career plans because of international travel; and, anticipated changes in relationships with family and friends. The latter four statements had different wording in the 1984 and 1985 versions of the questionnaire.

Those students who had previously traveled internationally provided a description of their activities while on the trip and its length. They also indicated their level of agreement with a series of statements gauging the impact of that first international experience. These statements included increased interest in news of international events, increased interest in academic performance (1984), increased interest in improving grades (1985), increased interest in learning (1985), readjustment problems upon return, increased political awareness, changed career plans, problems in relationships with family and/or friends, increased understanding of U.S. culture, increased self-confidence, establishment of long-term relationships with people from other cultures, and intention to live in foreign countries in the future.

Differences in questions and response choices from the 1984 to 1985 year are reflected in the tables summarizing results. Chapter Two presents a narrative description of the statistical summaries of student responses to all questions. Chapter Three provides a narrative profile of students who selected the various alternatives. Chapter Four compares these groups of students to each other. Chapter Five analyzes the self-assessments of the impact of prior experiences. Chapter Six describes overall conclusions about the U.S. student who works, studies, and travels abroad based on a comparison of data from the earlier report (Koester, 1985) and the present findings.

CHAPTER TWO

SUMMARY OF THE RESULTS

This chapter presents summary results of ISIC applications for 1984 and 1985 and is organized by the four major research questions which guide the overall research project.

Student Demographic and Background Information

The first question guiding this research project centers on the background characteristics of the student travelers. Responses allow a description of their gender, year in school, field of study, residential mobility before age 18, parental second language, parental international residence of at least a year and respondent second language fluency.

In 1985 students identified their gender. Females comprised 61% of all respondents.

Respondents' identification of their year in school is summarized in Table 2.1, which shows similar results for 1984 and 1985. A relatively large portion (17% and 15%) of these groups of students were high school students. Students in their first year post-high school traveled significantly less than students at other points in their education. Those in their second-year post-high school also planned international travel less often than fellow students. There is an almost even distribution of students who chose to travel during each of the third, fourth, and fifth years post-high school.

Students also identified their (intended) field of study. The summary of these results, presented in Table 2.2, underscores the association of the foreign language major with international travel, as this group comprised about one-tenth of both years' travelers. Yet, the data indicate a strong interest in study abroad by students pursuing other fields. In 1985 19% of the students identified business as their major. In both years students in professional programs comprised almost one-sixth of the total and engineering/physical science majors about one-tenth. In 1985 7% selected biological sciences/agriculture to describe their major.

Thirty-five percent in 1984 and 29% in 1985 said their parents spoke a second language. In 1984 33%, and in 1985 30% of the parents had resided in another country for at least a year. About one-quarter of the students in both years measured themselves as fluent in another language through formal study (Table 2.3). In 1985 13% of the students indicated their parents spoke a second language at home and 16% said they were fluent in the parental second language.

Table 2.4 shows that applicants had a moderate amount of residential mobility with over one-third never having moved from city to city and another one-third having done so once or twice.

Description of Intended International Experience

A primary purpose of this research project is to develop a picture of the types of international educational experience students pursue. Descriptions of the intended international experience, as well as its geographical location, length, and financial support, were solicited. Personal goals and concerns about the trip were also assessed.

Students were asked to rank up to three descriptors of their intended experience. Table 2.5 shows responses to this query by the 1984 students, and Table 2.6 those in 1985. In both years, the largest number of students selected as their first-ranked choice "participation in a program sponsored by a U.S. educational institution" (33% and 35%). Recreational travel was selected as the first choice by the next largest group with 22% in 1984, and 24% in 1985. Twelve percent in 1984 and 9% in 1985 were pursuing educational travel, with 10% in 1984, and 12% in 1985 visiting or living with family or friends. In 1984 9% were going to do voluntary or paid work, with 8% selecting that option in 1985.

Because of difficulties in the questionnaire, destination was not tabulated for the 1984 results. In 1985 students were asked to select up to three regions they intended to visit. Table 2.7 reports these results which confirm the predominance of Western Europe, which 82% of the students had as their first-ranked choice. Those repondents selecting Western Europe as one of their choices then indicated up to three countries they intended to visit. As Table 2.8 shows, the United Kingdom/Ireland received the most (31%) first-ranked choices. France was the next most popular first-choice destination with 23%. Overall, France seemed to be the most popular destination, with an additional 35% ranking it second and 18% ranking it third.

Most student travelers planned trips of 1-3 months, with 45% in 1984 and 51% in 1985 going for that duration, as Table 2.9 indicates.

Table 2.10 summarizes applicant responses to the question concerning travel companions. While most students were traveling with others, it is interesting to note the significant percentage in both 1984 and 1985 (31% and 25%) that were planning to travel alone.

Financial support for both sets of students came overwhelmingly from personal savings, as Table 2.11 attests. Forty-one percent in 1984 and 46% in 1985 were depending on personal savings as the primary support for their intended trip. A sizable number of students, however, were going to travel with the assistance of scholarships, grants, and loans.

Applicants were asked to rank in order of importance up to three concerns they had about their trip. Their responses, presented in Tables 2.12 and 2.13, indicate a strong concern about having sufficient money, with 23% in 1984 and 24% in 1985 selecting that option first, and an additional 16% and 20% having it as the second-ranked choice. Language was selected next most often by students in both years. Interestingly, 18% in 1984 and 17% in 1985 indicated they had no concerns.

Motivational and Behavioral Characteristics

Another question guiding this research focuses on the motivations of these student travelers and the influences which generate their interest in international travel. Additionally, interests and behaviors often associated with those who travel were assessed by having respondents give their level of agreement with a series of topical statements often associated with interest in international travel.

Students were asked to identify their personal goals for the trip by ranking three choices. In 1984, as Table 2.14 attests, 42% of the students chose as their first-ranked personal goal "to gain knowledge of the country(ies) visited" with 31% of the 1985 group selecting this option, as Table 2.15 indicates. In 1984 the option selected by the next largest group was to "improve foreign language performance" (19%) and to "have fun" (19%), and then to "improve their academic performance" (10%). In 1985 25% selected "improve my education" (note change in response wording), 16% said they wanted to "have fun," and 14% wanted to "improve their foreign language ability."

Respondents were asked to rank the most important source of their interest in international travel. In 1984 (Table 2.16) "a desire to travel" was chosen by 41% of the students as their first-ranked choice, followed by 18% selecting the "influence of family/friends." The 1985 questionnaire deleted the response choice of "desire to travel." Consequently, 24% of the respondents selected the influence of family and an additional 13% selected "the influence of friends." In 1985 21% said "an interest in international events" was their first-ranked choice for major influence. "Language courses" were selected by 9% in 1984 and 13% in 1985 (Table 2.17).

Applicants were asked to respond by giving their level of agreement to a series of statements representing attitudes and behaviors germane to expressions of interest in international travel. Responses are summarized in Tables 2.18 (1984) and 2.19 (1985). Statements were worded differently in these two versions of the questionnaire. In the 1984 version 51% strongly agreed they "try to meet people of cultural backgrounds different than my own." In the 1985 questionnaire, the statement "I spend time with people of cultural backgrounds different from my own," produced a 29% "strongly agree" response. Thirty percent in 1984 and 22% in 1985 strongly agreed they sought out news of international events. In 1984 48% and in 1985 33% strongly agreed with "I believe my international travel experience will influence my career plans." The expectation of change in relationships with family and friends was strongly agreed to by 21% of the 1984 students. In 1985 12% strongly agreed to a statement about change in relationships with friends and 8% strongly agreed with a statement about change in relationship with family.

A large portion (71% in 1984 and 67% in 1985) expected to travel internationally again in the next two years. About one-third had never traveled internationally before (35% in 1984 and 39% in 1985), with 19% and 17% having four or more prior trips. Table 2.20 summarizes these responses.

Assessment of the Impact of First International Experience

Over 60% in both years had previously traveled internationally and answered an additional set of questions. Students ranked up to three descriptors of their first international experience and, as Tables 2.21 and 2.22 show, about one-third in each year selected recreational travel and visit/live with family/friends, making these the predominant choices.

These trips were predominantly less than one month, with 49% in 1984 selecting that length and 54% in 1985, as Table 2.23 shows.

Students were asked to give their level of agreement to statements reflecting commonly hypothesized outcomes of the international educational experience. The 1984 results are reported in Table 2.24 and 1985 results are in Table 2.25. Students in both years identified some common self-assessments of the impact of their experience. They expressed greater interest in news of international events, greater interest in learning and their academic performance, a better understanding of the U.S. and the foreign cultures they visited, and an improved sense of self-confidence. These students did not express difficulty in readjusting to the U.S., nor did they experience difficulties in their relationships with family and friends.

A more complete discussion of the study results on the self-assessment of impact of the first international experience is presented in Chapter Five.

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SUMMARY STUDENT INFORMATION

Table 2.1
Year in School
(In Percentages)

	1984	1985
High school	17	15
First-year post-h.s.	7	6
Second-year post-h.s.	14	13
Third-year post-h.s.	23	25
Fourth-year post-h.s.	19	21
Fifth-year post-h.s.	20	20
	N = 3278	1937

Table 2.2
Field of Study
(In Percentages)

	1984	1985
Foreign Language	11	10
Humanities		19
Fine Arts	10	
Social Science	13	14
Other Liberal Arts	21	
Education	5	5
Engineering/Physical Science	11	9
Preprofessional	7	
Professional	13	15
Business		19
Vocational	1	2
Graduate	6	
Bio. Sci./Agriculture		7
	N = 3178	19[illegible]5

Table 2.3
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	35	29
Parents do not speak second language	65	71
	N = 3300	1963
Parents have lived abroad	33	30
Parents have not lived abroad	67	70
	N = 3300	1954
Respondent fluent in second language	28	24
Respondent not fluent in second language	76	76
	N = 3286	1944

Table 2.4
Change of City/Residence
(In Percentages)

	1984	1985
None	36	36
One-two	36	36
Three-four	17	16
Five +	11	12
	N = 3306	1958

Table 2.5
Type of International Experience Planned
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Program sponsored by U.S. educational ins.	33	3	2
Direct enrollment in foreign program/ins.	6	2	1
Independent study for credit	4	5	4
High school exchange	4	1	1
Performance arts/ sports exchange	1	1	2
Paid work	7	5	3
Voluntary service/ internship	2	2	2
Visit/live with family/friends	10	15	16
Recreational travel	22	26	36
Educational travel	12	40	34
	N = 3256	3071	2680

Table 2.6
Type of International Experience Planned
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Program sponsored by U.S. educational ins.	35	3	2
Direct enrollment in foreign program/ins.	6	2	2
Independent study for credit	3	4	2
High school exchange	3	1	0
Paid or voluntary work/ internship	8	4	3
Visit/live with family/friends	12	18	22
Recreational travel	24	26	43
Educational travel	9	43	27
	N = 1926	1486	959

Table 2.7
Destination
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Africa	1	6	20
Asia	2	3	7
Australia/N.Z./S. Pacific	1	3	10
Canada	0	2	7
Central/South America/ Caribbean/Mexico	2	2	7
Eastern Europe/USSR	9	50	18
Middle East	3	9	19
Western Europe	82	26	14
	N = 1953	707	248

Table 2.8
Specific Destinations in Western Europe
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Austria/Switzerland	11	13	17
Belgium/Netherlands/Luxembourg	3	6	9
France	23	35	18
Germany	11	14	16
Ireland/U.K.	31	12	10
Italy	11	12	19
Portugal/Spain	5	5	7
Scandinavia	4	3	5
	N = 1813	1558	1370

Table 2.9
Length of Trip
(In Percentages)

	1984	1985
Less than one month	15	15
1-3 months	45	51
3-6 months	17	17
6-12 months	19	14
1-3 years	5	4
More than 3 years	1	0
	N = 3295	1944

Table 2.10
Traveling Companions
(In Percentages)

	1984	1985
Alone	31	25
With a few friends	40	46
With a group	29	29
	N = 3247	1938

Table 2.11
Financial Support
(In Percentages)

	1984 Data			1985 Data		
	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Scholarships/Grants	9	6	11	7	8	12
Loans	8	11	24	9	10	18
Personal savings	41	41	23	46	40	22
Family/Friends	38	31	25	35	34	30
Work while abroad	4	11	18	4	8	18
N =	3257	2703	1655	1923	1372	608

Table 2.12
Concerns About Trip
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Housing	13	16	12
Food	2	7	10
Language	20	18	12
Adjustment	9	15	13
Sufficient money	23	16	14
Meeting people	11	15	13
Health	1	3	5
Political unrest	1	2	4
Homesickness	2	4	8
No concerns	18	5	10
N =	3233	2480	2013

Table 2.13
Concerns About Trip
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Housing/Food	13	16	15
Language	19	17	13
Adjustment	5	8	9
Sufficient money	24	20	17
Meeting people	12	13	13
Health	1	2	5
Political unrest	2	2	4
Getting around	8	18	17
No concerns	17	5	7
N =	1906	1436	1111

Table 2.14
Major Personal Goal
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Improve academic performance	10	6	6
Improve foreign language	19	13	9
Gain knowledge of country	42	29	15
Have fun	19	21	24
Meet people	6	24	31
Improve self-confidence	4	8	15
N =	3240	3112	2927

Table 2.15
Major Personal Goal
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Improve education	25	11	9
Improve foreign language	14	14	7
Gain knowledge of country	31	26	17
Have fun	16	19	20
Meet people	4	20	26
Improve self-confidence	10	10	20
N =	1901	1847	1735

Table 2.16
Principle Sources of Influence for International Travel
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Influence of family/friends	18	15	11
Contact with foreign students in h.s.	5	5	4
Contact with foreign students in college	3	6	8
Language course	9	10	8
Other academic courses	5	8	10
Interest in intl. events	9	19	17
Career goals	8	13	12
Get away from family/friends	2	4	7
Desire to travel	41	22	23
N =	3252	3123	2856

Table 2.17
Principle Sources of Influence for International Travel
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Influence of family	24	10	10
Influence of friends	13	16	11
Influence of teacher/advisor	3	5	6
Contact with foreign students	9	13	12
Language course	13	11	7
Other academic courses	6	9	9
Interest in intl. events	21	18	18
Career goals	9	14	16
Get away from family/friends	3	4	11
N =	1880	1707	1458

Table 2.18
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	51	38	9	1	0	3081
Regularly seek out intl. news	30	43	19	8	1	3069
Expect intl. travel will influence career plans	48	29	15	7	2	3631
Expect intl. travel will change relationships with family/friends	21	30	23	18	8	3041

Table 2.19
Agreement with Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	29	45	13	10	3	1888
Regularly seek out intl. news	22	48	17	12	2	1888
Expect intl. travel will influence career plans	33	35	19	10	3	1885
Expect intl. travel will change relationship with family	8	24	22	30	16	1885
Expect intl. travel will change relationships with friends	12	28	24	25	12	1876

Table 2.20
Prior Travel Experiences
(In Percentages)

	1984	1985
None	35	39
One	22	22
Two-three	24	22
Four +	19	17
N =	3251	1915

Table 2.21
Nature of First International Experience
1984 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Program sponsored by U.S. educational ins.	11	3	1
Direct enrollment in foreign program/ins.	3	2	1
Independent study for credit	3	3	1
High school exchange	6	1	1
Performance arts/ sports exchange	2	1	2
Paid work	1	1	2
Voluntary service/ internship	1	1	2
Visit/live with family/friends	33	15	14
Recreational travel	33	43	26
Educational travel	7	31	49
N =	1935	1410	922

Table 2.22
Nature of First International Experience
1985 Data (In Percentages)

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice
Program sponsored by U.S. educational ins.	15	2	4
Direct enrollment in foreign program/ins.	2	2	2
Independent study for credit	1	1	1
High school exchange	6	3	0
Paid or voluntary work/ internship	3	2	1
Visit/live with family/friends	30	17	13
Recreational travel	35	40	47
Educational travel	9	34	32
N =	1134	693	347

Table 2.23
Length of First International Experience
(In Percentages)

	1984	1985
Less than 1 month	49	54
1-3 months	32	30
3-6 months	5	5
6-12 months	6	4
More than 1 year	8	5
More than 3 years		4
N =	1924	1148

Table 2.24
Self-Assessment of Impact of First International Experience
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
More interest in news of intl. events	34	42	18	6	1	1845
Improve academic performance	12	27	42	15	3	1964
Improved self-confidence	29	39	24	6	1	1964
Difficulty in readjusting to U.S.	6	15	18	35	26	1952
Better understanding of U.S. culture	22	45	22	8	2	1838
More politically aware	21	39	27	11	2	1839
Changed career plans	9	15	34	29	13	1839
Established long-term relationships	23	27	19	23	8	1839
Difficulty in relationships with family/friends	2	7	13	35	42	1834
Host country members asked about U.S.	34	42	14	7	3	1825
Able to answer these questions about U.S.	25	49	20	4	2	1805

Table 2.25
Self-Assessment of Impact of First International Experience
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
More interest in news of intl. events	30	42	18	8	2	1116
More interest in improving grades	7	18	48	20	7	1102
Improved self-confidence	28	45	20	6	1	1112
Difficulty in readjusting to U.S.	6	13	14	36	31	1109
Difficulty in relationships with family	1	4	14	35	47	1105
More interest in learning	22	45	24	7	2	1110
Better understanding of U.S. culture	22	46	23	8	1	1113
Difficulty in relationships with friends	1	5	17	36	41	1103
Better understanding of foreign countries visited	54	40	5	1	0	1113
More politically aware	25	41	24	9	2	1106
Changed career plans	10	14	33	28	16	1103
Established long-term relationships	22	24	20	24	10	1107
Think intl. experience changed me	32	40	17	8	3	1108
Would like to live in another country	47	35	13	4	2	1108

CHAPTER THREE

PROFILES OF THE TRAVELING STUDENT

This chapter presents "Profiles" of students who chose the different types of international experiences. Respondents indicated their first-, second-, and third-ranked choices to describe their intended international experience (question 7 in the 1984 questionnaire and question 12 in 1985). Using the respondents' first-ranked choice, cross-tabulations were done with questions describing the students' backgrounds, attitudes and other characteristics of the proposed international experience. These cross-tabulations generated the profiles of student travelers presented below.

Profile of the Student who Participates in a Program Sponsored by a U.S. Educational Institution

The student sojourn experience most widely studied, and certainly the type of sojourn corresponding most closely to stereotypical notions of the "study abroad year," is the program sponsored by a U.S. educational institution. In 1984 1,072 respondents selected this as their first-ranked choice and in the 1985 sample, 671 students were in this group (both are about one-third of the whole). These programs have a variety of subject emphasis, are distributed globally, and take place within a wide range of time frames including academic years, semesters, summers and even shorter between-semester programs. Work, study, travel abroad: The whole world handbook,[1] published by CIEE, an excellent reference to these U.S. educational institution-sponsored programs, attests to their inherent variety.

The statistical profile of the student who participates in the U.S. educational institution sponsored program is presented in Tables 3.A.1 through 3.A.15. This profile both supports and contradicts commonly held notions about students who select this type of international experience. Table 3.A.1 shows that females overwhelmingly (69%) participated in these programs in greater numbers than males.

Table 3.A.2 indicates that in both years, most students were in their third-year post-high school, matching the traditional notions of these programs as "junior year abroad" programs. However, a significant number of these students were in the fourth- or fifth-year post-high school. Interesting, as well, are the number of high school students selecting this alternative.

While those who studied foreign languages were a major source of these programs' participants, (14% in 1984; 16% in 1985), Table 3.A.3 displays figures demonstrating the importance of other fields of study. It is not surprising to see large numbers of humanities, fine arts, and social science students who selected this option. More interesting was the relatively large number of students from business (17% in 1985) and other professional majors (17% in 1985) going on the U.S. sponsored programs.

Table 3.A.4 summarizes responses to background questions concerning parental second language fluency, home use of a second language, parental international residence, and respondent second language fluency. These figures are consistent with parental second language fluency and international residence of at least a year at about 25% in both years. Respondent language fluency because of formal study of that language is also about 25%. Twelve percent of the 1985 sample were fluent in their parents' second language.

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[1] Cohen, M. A. (1985). Work, study, travel abroad: The whole world handbook 1986-1987 (8th ed.). New York: Council on International Educational Exchange.

The preferred length of time for participation in these programs was 1-3 months, as Table 3.A.5 attests, with 36% in 1984 and 40% in 1985 selecting that option.

Table 3.A.6 and Table 3.A.7 display information concerning destination. Overwhelmingly, the destination preferred by these students was Western Europe (85%) and in Western Europe, the specific destinations ranked first were Ireland/United Kingdom (31%) and France (23%).

About one-fourth of each year's travelers on U.S. sponsored programs selected the 3-6 month and 6-12 month durations (Table 3.A.8). The majority in both years saw themselves as traveling with a group (Table 3.A.9).

Family or friends served as the primary source of financial support for these students with 46% in 1984 and 45% in 1985 ranking them first. Table 3.A.10 illustrates that a large number of these students was going to depend on scholarships and grants (17% in 1984; 14% in 1985) and loans (13% in both 1984 and 1985). The contribution of personal savings to finance the international study experience also argues for strong student motivation.

"Language" and "having sufficient money" were most often the first-ranked choice in response to the query, "What aspects of this trip concern you most?", as Table 3.A.11 demonstrates. These categories received about 25% in each year. Interestingly, when given the option of "no concerns," 16% of both year's students ranked that first.

The 1984 participants cited "desire to travel" and "family/friends" as major sources of their interest in international travel. In 1985, when given separate options for the influence of family and friends, 18% selected the influence of family and 8% the influence of friends. Table 3.A.12 also shows that language courses were a major influence for both groups with 15% in 1984 and 18% in 1985. Interest in international events for the 1985 travelers was also important, with 20% choosing this option.

Response choices for the question "what are your personal goals in taking this trip?" were slightly different in the 1984 and 1985 questionnaires. In 1984 38% selected "gain knowledge of country," 29% "improve foreign language ability," and 18% "improve academic performance." In 1985 the option selected most often was "improve my education," followed by "improve foreign language ability" with 22%, and "improve knowledge of country(ies)" with 21%. Both sets of data confirm a generalized educational goal for these students, but not necessarily one tied to improvements in formal academic measurements of learning. Table 3.A.13 displays all results to this question.

When asked to respond to statements describing attitudes and behaviors often linked to international travel, students responded similarly in the two years as Tables 3.A.14 and 3.A.15 show. In 1984 about half strongly agreed that they tried to meet people of different cultures; in 1985, with a rephrased statement, 26% strongly agreed that they spent time with people from cultural backgrounds different than their own. Twenty-six percent in 1984 and 20% in 1985 strongly agreed they seek out news of international events. A significant number in both years (58% in 1984; 41% in 1985) expects that international travel will influence their career plans. In 1984 23% said they strongly agreed that their international travel experience will cause changes in their relationships with family/friends. In 1985, respondents were able to differentiate between expectations of change with family (10%) and friends (13%).

Prior travel experience is summarized in Table 3.A.16 with 38% and 37% in the two years having no previous international travel experience, but 15% in both years had four or more prior trips. In 1984 69% and in 1985 66% responded positively to the question about their intentions to travel internationally again in the next two years.

PROFILE OF THE STUDENT WHO PARTICIPATES IN PROGRAMS SPONSORED BY U.S. EDUCATIONAL INSTITUTIONS

Table 3.A.1
Gender
1985 Data (In Percentages)

Male	31
Female	69
	N = 679

Table 3.A.2
Year in School
(In Percentages)

	1984	1985
High school	8	10
First-year post-h.s.	5	4
Second-year post-h.s.	19	15
Third-year post-h.s.	37	42
Fourth-year post-h.s.	18	14
Fifth-year post-h.s.	13	15
	N = 1063	671

Table 3.A.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	14	16
Humanities		23
Fine Arts	12	
Social Science	14	17
Other Liberal Arts	28	
Education	5	4
Engineering/Physical Science	6	4
Preprofessional	6	
Professional	9	17
Business		17
Vocational	1	1
Graduate	4	
Bio. Sci./Agriculture		5
	N = 1047	643

Table 3.A.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	30	24
Parents do not speak second language	70	76
	N = 1070	674
Parents have lived abroad	28	26
Parents have not lived abroad	72	74
	N = 1065	674
Respondent speaks second language	26	24
Respondent does not speak second language	74	76
	N = 1052	671
Second language spoken at home		9
Second language not spoken at home		91
		N = 591
Respondent fluent in parents' second language		12
Respondent not fluent in parents' second language		87
		N = 591

Table 3.A.5
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	2	5
1-3 months	36	40
3-6 months	26	28
6-12 months	31	23
1-3 years	5	4
More than 3 years	0	0
	N = 1063	676

Table 3.A.6
Destination
1985 Data (In Percentages)

Africa	1
Asia	2
Australia/N.Z./S. Pacific	1
Canada	0
Central/South America/ Caribbean/Mexico	2
Eastern Europe/USSR	7
Middle East	3
Western Europe	85
	N = 677

Table 3.A.7
Specific Destinations in Western Europe
1985 Data (In Percentages)

Austria/Switzerland	13
Belgium/Netherlands/Luxembourg	2
France	23
Germany	10
Ireland/U.K.	31
Italy	11
Portugal/Spain	8
Scandinavia	4
	N = 640

Table 3.A.8
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	2	5
1-3 months	36	40
3-6 months	26	28
6-12 months	31	23
1-3 years	5	4
More than 3 years	0	0
	N = 1067	676

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Table 3.A.9
Traveling Companions
(In Percentages)

	1984	1985
Alone	29	26
With 1-3 friends	21	21
With a group	50	53
N =	1062	674

Table 3.A.10
First Choice Financial Support
(In Percentages)

	1984	1985
Scholarship/Grant	17	14
Loan	13	13
Personal savings	23	27
Family/Friends	46	45
Work while abroad	1	1
N =	1049	669

Table 3.A.11
Major Concern
(In Percentages)

	1984	1985
Housing	8	
Food	1	
Housing/Food		8
Language	25	23
Adjustment	12	7
Sufficient money	22	25
Meeting people	10	11
Health	1	1
Political unrest	1	2
Homesickness	3	
Getting around		9
No concerns	16	16
N =	1048	658

Table 3.A.12
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	16	
Influence of family		18
Influence of friends		8
Influence of teacher/advisor		3
Contact with foreign students in h.s.	5	
Contact with foreign students in college	4	
Contact with foreign students in h.s./college		8
Language course	15	18
Other academic courses	9	10
Interest in intl. events	10	20
Career goals	12	13
Get away from family/friends	1	1
Desire to travel	29	
N =	1055	653

Table 3.A.13
Major Personal Goal
(In Percentages)

	1984	1985
Improve academic performance	18	
Improve education		38
Improve foreign language	29	22
Gain knowledge of country	38	21
Have fun	8	7
Meet people	4	3
Improve self-confidence	4	9
N =	1054	660

Table 3.A.14
Agreement with Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	49	41	8	1	0	1010
Regularly seek out intl. news	26	46	19	9	1	1009
Expect intl. travel will influence career plans	58	27	11	3	1	1006
Expect intl. travel will change relationships with family/friends	23	31	21	18	8	998

Table 3.A.15
Agreement with Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	26	43	17	10	3	653
Regularly seek out intl. news	20	47	18	13	2	656
Expect intl. travel will influence career plans	41	38	13	5	2	659
Expect intl. travel will change relationship with family	10	26	22	28	15	656
Expect intl. travel will change relationships with friends	13	31	21	24	10	655

Table 3.A.16
Prior Travel Experiences
(In Percentages)

	1984	1985
None	38	37
One	24	24
Two-three	23	23
Four +	15	15
N =	1072	667

Profile of the Student who Enrolls Directly in a Foreign University

Direct enrollment in a foreign university, as either a degree seeking or non-degree seeking student, is another alternative available to U.S. students. Additionally, foreign universities often sponsor programs specifically for international students and some U.S. students enroll in these. Approximately 198 students in 1984 and 118 in 1985 identified this as the primary descriptor of their sojourn.

Of the students directly enrolling in a foreign institution, 56% were female and 44% were male (Table 3.B.1). They were predominantly in the third- (29% in both years) and fifth-year post-high school (21% and 20% respectively) as Table 3.B.2 indicates.

Foreign language majors, with 19% in 1984 and 16% in 1985, represented a significant portion of these adventurers, while humanities and social science majors were also important. As Table 3.B.3 shows, business students comprised 12% of the total in 1985 and professional program students were 10% in each year.

Responses to questions concerning parental international residence, language background and respondent second language fluency are displayed in Table 3.B.4. About one-third of the parents spoke a second language, had lived in another country for at least a year and for the 1985 group, 16% spoke a second language in the home. Slightly more than one-third of the respondents considered themselves fluent in a second language because of formal study and 23% of the 1985 sample said they were fluent in the parents' second language.

For this group of students, trips lasted for primarily 1-3 months, (38% in 1984; 36% in 1985) and 6-12 months (32%; 29%). Relatively few selected the less than one month trip, as Table 3.B.5 notes.

While most were going to Western Europe (77%), 10% were headed for Eastern Europe/USSR (Table 3.B.6). Ireland/United Kingdom (34%) and France (31%) were the primary Western European destinations as Table 3.B.7 shows.

The majority of these students in both years were embarking on their own, as Table 3.B.8 shows, with 50% and 42% in the two years, respectively.

The financial support for the trip came primarily from family/friends, with 44% in 1984 and 38% in 1985 having this as their first-ranked choice. Interesting was the use of personal savings (about one-third) and scholarships/grants (11%; 12%) to finance these trips (Table 3.B.9).

The most significant concern (first-ranked choice) expressed by these individuals, and displayed in Table 3.B.10, was having sufficient money (25% in 1984 and 22% in 1985) and language ability (23% and 20%). A fairly sizable portion, 10% in 1984 and 15% in 1985, selected "no concerns" as their first-ranked choice.

The source of influence selected most often by the 1984 respondents was a desire to travel (34%) followed by the influence of family/friends (17%). In 1985 22% identified their family as the major influence, followed by 18% for both language courses and interest in international events. These results are presented in Table 3.B.11.

Identification of personal goals in 1984 included 34% for "improvement of foreign language ability," and 31% "to improve knowledge of country." These responses, as well as the 1985 choices, are summarized in Table 3.B.12. In 1985 42% of the students selected "improve my education" and an additional 24% chose "improve foreign language ability."

The response of this group to the attitudinal statements are presented in Tables 3.B.13 and 3.B.14. In 1984 56% saw themselves as "trying to meet people of different cultures," and in 1985 37% said they "spent time with people from different cultures." About one-third in both years said they "regularly sought out news of international events." Sixty-four percent in 1984 and 42% in 1985 "expected their international travel experience to influence their career plans." About one-fourth in both years expected changes in relationships with family and friends.

About one-fourth had never traveled before (Table 3.B.15) and about one-fourth to one-fifth had four or more prior international travel experiences. In 1984 76% and in 1985 67% anticipated an international travel experience again in the next two years.

PROFILE OF THE STUDENT WHO ENROLLS DIRECTLY IN A FOREIGN UNIVERSITY

Table 3.B.1
Gender
1985 Data (In Percentages)

Male	44
Female	56
N =	119

Table 3.B.2
Year in School
(In Percentages)

	1984	1985
High school	14	9
First-year post-h.s.	5	8
Second-year post-h.s.	16	20
Third-year post-h.s.	29	29
Fourth-year post-h.s.	15	15
Fifth-year post-h.s.	21	20
N =	196	118

Table 3.B.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	19	16
Humanities		27
Fine Arts	6	
Social Science	13	23
Other Liberal Arts	22	
Education	5	4
Engineering/Physicial Science	9	3
Preprofessional	9	
Professional	10	10
Business		12
Vocational	1	2
Graduate	7	3
Bio. Sci./Agriculture		3
N =	194	116

Table 3.B.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	34	29
Parents do not speak second language	66	71
	N = 195	119
Parents have lived abroad	33	34
Parents have not lived abroad	67	66
	N = 196	119
Respondent speaks second language	34	37
Respondent does not speak second language	66	63
	N = 197	116
Second language spoken at home		16
Second language not spoken at home		84
		N = 111
Respondent fluent in parents' second language		23
Respondent not fluent in parents' second language		77
		N = 104

Table 3.B.5
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	2	1
1-3 months	38	36
3-6 months	14	23
6-12 months	32	29
1-3 years	13	11
More than 3 years	1	1
	N = 198	119

Table 3.B.6
Destination

1985 Data (In Percentages)

Africa	0
Asia	6
Australia/N.Z./S. Pacific	1
Canada	0
Central/South America/ Caribbean/Mexico	2
Eastern Europe/USSR	10
Middle East	5
Western Europe	77
N =	119

Table 3.B.7
Specific Destinations in Western Europe

1985 Data (In Percentages)

Austria/Switzerland	9
Belgium/Netherlands/Luxembourg	1
France	31
Germany	9
Ireland/U.K.	34
Italy	5
Portugal/Spain	5
Scandinavia	7
N =	103

Table 3.B.8
Traveling Companions

(In Percentages)

	1984	1985
Alone	50	42
With a few friends	27	31
With a group	24	26
N =	192	118

Table 3.B.9
First Choice Financial Support

(In Percentages)

	1984	1985
Scholarship/Grant	11	12
Loan	10	13
Personal savings	34	36
Family/Friends	44	38
Work while abroad	1	1
N =	193	118

Table 3.B.10
Major Concern
(In Percentages)

	1984	1985
Housing	15	
Food	1	
Housing/Food		9
Language	23	20
Adjustment	13	9
Sufficient money	25	22
Meeting people	12	15
Health	0	1
Political unrest	0	0
Homesickness	2	
Getting around		10
No concerns	10	15
N =	198	117

Table 3.B.11
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	17	
Influence of family		22
Influence of friends		9
Influence of teacher/advisor		7
Contact with foreign students in h.s.	8	
Contact with foreign students in college	4	
Contact with foreign students in h.s./college		7
Language course	12	18
Other academic courses	5	7
Interest in intl. events	8	18
Career goals	13	11
Get away from family/friends	1	2
Desire to travel	34	
N =	195	117

Table 3.B.12
Major Personal Goal
(In Percentages)

	1984	1985
Improve academic performance	19	
Improve education		42
Improve foreign language	34	24
Gain knowledge of country	31	17
Have fun	4	3
Meet people	7	3
Improve self-confidence	5	10
N =	191	116

Table 3.B.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	56	32	10	3	0	182
Regularly seek out intl. news	29	45	20	6	1	179
Expect intl. travel will influence career plans	64	21	11	3	1	179
Expect intl. travel will change relationships with family/friends	24	32	21	20	3	179

Table 3.B.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	37	41	8	11	4	115
Regularly seek out intl. news	29	44	12	13	3	115
Expect intl. travel will influence career plans	42	37	18	2	1	115
Expect intl. travel will change relationship with family	15	31	24	20	10	115
Expect intl. travel will change relationships with friends	10	18	24	33	15	115

Table 3.B.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	30	34
One	25	18
Two-three	25	21
Four +	20	28
N =	198	116

Profile of the Student who Studies Independently for Credit

Students who develop their own education abroad agenda for credit are included in this group. In 1984, there were 132 independent study students and in 1985 there were 63.

Three-fifths of these students were female as Table 3.C.1 shows, with the largest percentage in 1984 in the fifth-year post-high school (32%). The complete breakdown by year in school ~~of the~~ independent traveler is displayed in Table 3.C.2.

In 1984 the liberal arts, fine arts, foreign language, and professional majors were identified by at least 14% of the students, as Table 3.C.3 shows. Interestingly, when given the choice of business as a major in 1985, 23% of the students selected that option with foreign languages selected next at 17%.

Forty-one percent of the 1984 sample and 35% of the 1985 sample said their parents spoke a second language. Table 3.C.4 also indicates that 42% in 1984 and 29% in 1985 said one of their parents had lived in another country for at least a year. The portion of students judging themselves to be fluent in another language was 43% in 1984 and 25% in 1985.

Generally, the largest number of independent travelers was going for 1-3 months with 28% in 1984 and 46% in 1985 choosing that period. Table 3.C.5 also shows, however, that in 1984 30% were going for a 6-12 month period.

The destination for these individuals is presented in Table 3.C.6. While most were going to Western Europe (70%), 14% were going to Eastern Europe/USSR. For those selecting Western Europe as their primary destination, Ireland/United Kingdom (35%), France (25%), and Austria/Switzerland (16%) were important destinations (Table 3.C.7).

Table 3.C.8 shows that the majority were setting out on their own with 52% choosing that in 1984 and 40% in 1985.

Personal savings accounted for the primary means of financial support of this group. In 1984 57% and in 1985 48% identified this source, as Table 3.C.9 illustrates. Interestingly, about 15% in both years said that scholarship/grant funds were going to be their major fiscal support.

Table 3.C.10 demonstrates that having sufficient money and language were the primary concerns of these students. Twenty-six percent in 1984 and 21% in 1985 were concerned about money, but 15% and 16% in the two years said they had no concerns.

Responses to the question concerning the major source of influence creating interest in international travel are summarized in Table 3.C.11. The response choice "desire to travel" was selected by 26% in 1984, followed by interest in international events and career goals, both with 15%. In 1985 27% identified an interest in international events and 23% the influence of family as the major stimulus for their interest.

Major personal goal responses are portrayed in Table 3.C.12. In 1984 34% said "improve knowledge of country(ies) to be visited" was their major personal goal, followed by 28% who wanted to "improve foreign language ability," and 21% who wanted to "improve their academic performance." In 1985 45% identified "improve their education" as their major personal goal, and 19% selected "improve foreign language ability."

Sixty-six percent in 1984 said they "tried to meet people of different cultural backgrounds" while in 1985, 34% said they "spent time with people of different cultural backgrounds." Tables 3.C.13 and 3.C.14 present results to the attitudinal statements. In 1984 48% strongly agreed that they "regularly seek out news of international events"; the figure was 25% in 1985. In both years, students expected their international travel to influence their career plans (68% and 51%). At least one-fourth anticipated changes in their relationships with family and friends.

In 1984 22% and in 1985 36% had never traveled internationally before, but sizable numbers had taken two to three trips (about one-third) and four or more previous trips (Table 3.C.15). Eighty-five percent in 1984 and 89% in 1985 responded affirmatively when asked if they planned to travel again within the next two years.

PROFILE OF THE STUDENT WHO STUDIES INDEPENDENTLY FOR CREDIT

Table 3.C.1
Gender
1985 Data (In Percentages)

Male	40
Female	60
	N = 63

Table 3.C.2
Year in School
(In Percentages)

	1984	1985
High school	10	6
First-year post-h.s.	4	5
Second-year post-h.s.	15	21
Third-year post-h.s.	21	33
Fourth-year post-h.s.	19	18
Fifth-year post-h.s.	32	18
	N = 127	63

Table 3.C.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	14	17
Humanities		13
Fine Arts	14	
Social Science	12	10
Other Liberal Arts	20	
Education	0	3
Engineering/Physical Science	4	8
Preprofessional	6	
Professional	14	15
Business		23
Vocational	2	3
Graduate	12	
Bio. Sci./Agriculture		7
	N = 125	60

Table 3.C.4
Parents' and Respondents' Language and International Residence

(In Percentages)

	1984	1985
Parents speak second language	41	35
Parents do not speak second language	59	65
	N = 131	63
Parents have lived abroad	42	29
Parents have not lived abroad	58	71
	N = 131	63
Respondent speaks second language	43	25
Respondent does not speak second language	57	75
	N = 131	63
Second language spoken at home		15
Second language not spoken at home		85
		N = 59
Respondent fluent in parents' second language		25
Respondent not fluent in parents' second language		75
		N = 57

Table 3.C.5
Length of Trip

(In Percentages)

	1984	1985
Less than 1 month	10	8
1-3 months	28	46
3-6 months	21	19
6-12 months	30	14
1-3 years	9	11
More than 3 years	2	2
	N = 131	63

37

Table 3.C.6
Destination
1985 Data (In Percentages)

Africa	2
Asia	0
Australia/N.Z./S. Pacific	3
Canada	0
Central/South America/ Caribbean/Mexico	6
Eastern Europe/USSR	14
Middle East	5
Western Europe	70
	N = 63

Table 3.C.7
Specific Destinations in Western Europe
1985 Data (In Percentages)

Austria/Switzerland	16
Belgium/Netherlands/Luxembourg	2
France	25
Germany	5
Ireland/U.K.	35
Italy	11
Portugal/Spain	5
Scandinavia	2
	N = 57

Table 3.C.8
Traveling Companions
(In Percentages)

	1984	1985
Alone	52	40
With 1-3 friends	35	32
With a group	13	27
	N = 128	62

Table 3.C.9
First Choice Financial Support
(In Percentages)

	1984	1985
Scholarship/Grant	15	15
Loan	4	5
Personal savings	57	48
Family/Friends	23	29
Work while abroad	2	3
	N = 129	62

Table 3.C.10
Major Concern
(In Percentages)

	1984	1985
Housing	16	
Food	2	
Housing/Food		10
Language	15	24
Adjustment	8	7
Sufficient money	26	21
Meeting people	9	10
Health	2	0
Political unrest	3	5
Homesickness		5
Getting around		8
No concern	15	16
	N = 127	N = 62

Table 3.C.11
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	12	
Influence of family		23
Influence of friends		8
Influence of teacher/advisor		0
Contact with foreign students in h.s.	5	
Contact with foreign students in college	6	
Contact with foreign students in h.s./college		10
Language course	12	15
Other academic courses	9	7
Interest in intl. events	15	27
Career goals	15	10
Get away from family/friends	1	2
Desire to travel	26	
	N = 127	62

Table 3.C.12
Major Personal Goal
(In Percentages)

	1984	1985
Improve academic performance	21	
Improve education		45
Improve foreign language	28	19
Gain knowledge of country	34	16
Have fun	4	3
Meet people	9	6
Improve self-confidence	4	10
N =	127	62

Table 3.C.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	66	26	6	2	0	121
Regularly seek out intl. news	48	36	10	6	0	121
Expect intl. travel will influence career plans	68	21	6	0	1	121
Expect intl. travel will change relationships with family/friends	24	29	21	15	11	120

Table 3.C.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	34	48	12	3	3	59
Regularly seek out intl. news	25	49	19	5	2	59
Expect intl. travel will influence career plans	51	29	14	3	3	59
Expect intl. travel will change relationship with family	14	22	19	17	29	59
Expect intl. travel will change relationships with friends	14	24	25	14	24	59

Table 3.C.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	22	36
One	16	18
Two-three	33	27
Four +	29	19
	N = 130	62

Profile of the Student who Works

Students can participate in a variety of work programs in other countries. Some of these programs allow the student to find a job in the economy of the foreign country and to receive a wage for their work. For example, the Council on International Educational Exchange administers work programs in Great Britain, France, Germany, Costa Rica, Ireland and New Zealand through which students receive a work permit and then find jobs usually working as unskilled laborers. Some 3031 students participated in this program in 1984 and 4015 participated in 1985. Other students who work abroad do so on a voluntary basis working in a variety of service projects and work camps. Usually these students receive their room and board, but no salary. Still other students seek out professionally-related internships working for businesses and other organizations. Other organizations also facilitate student participation in such internships. In 1984, approximately 230 students identified working with financial remuneration as their first-ranked choice for description of intended experience, and 60 said they were going to do voluntary work/internships. In 1985 respondents were provided with one work descriptor (paid or voluntary work/internships) and about 152 students selected that choice. Data for both 1984 and 1985 options are presented in Tables 3.D.1 to 3.D.16.

In 1985, 65% of the working students were female (Table 3.D.1). Students in the later post-high school years were more likely to work overseas with the largest concentration in the fourth and fifth post-high school years, as Table 3.D.2 attests.

The fields of study for these students remain largely in the liberal arts, humanities, and social sciences, as Table 3.D.3 shows. Foreign language students do not comprise a major portion of this group of travelers. Business students, interestingly, in 1985 form a significant portion with 17% of the total.

Table 3.D.4 summarizes results of the questions related to parental second language and international background and respondents' language capabilities. Again, about one-third said their parents spoke a second language and had lived in another country for at least a year. Their assessment of personal second language fluency because of formal study ranged from 30% for the 1984 paid worker, to 28% for the 1985 worker, to 22% for the 1984 voluntary worker. Fourteen percent in 1985 said a second language was spoken at home and 16% said they were fluent in that second language.

For all three groups of students, the 1-3 month time frame characterized their trips. Table 3.D.5 presents information on length of trip. Of the 1984 paid workers, 36% were going for 1-3 months, for the 1984 volunteers 53%, and in 1985 the figure was 49%. It is interesting to note, however, that at least one-fifth in each sample planned a 6-12 month trip.

The impact of the CIEE work program is evident in the destination of these students. Table 3.D.6 and Table 3.D.7 show the popularity of Western Europe (84%) and Ireland/United Kingdom (67%) for this type of traveling student.

Information on traveling companions is presented in Table 3.D.8. About two-thirds set out on their own.

The financial support for these students came principally from personal savings with 41% of the 1984 paid workers, 35% of the 1984 voluntary workers and 48% of the 1985 workers identifying this source. Table 3.D.9 indicates that income earned while abroad was also identified as an important source of fiscal support.

The major concerns of these students focus not only on having enough money (Table 3.D.10), but also housing and food. Thirty-one percent of the 1984 paid workers and 20% of the 1985 workers were concerned about housing and food. About 13% of both groups of 1984 students had no concerns and 11% of the 1985 group expressed no concerns.

The choice "desire to travel" in the 1984 questionnaire was selected by the largest portion of both 1984 sets of workers. Without that choice in 1985, 30% indicated that an interest in international events was the major influence. The influence of family (14%) and friends (13%) was also important to the 1985 student workers. Table 3.D.11 presents this information.

The major personal goal for these individuals in both years was to improve their knowledge of the country(ies) they would visit, as Table 3.D.12 documents. Interestingly, for 23% of the 1985 sample, improving self-confidence was a major personal goal.

Respondent descriptions of various attitudes and behaviors are shown in Tables 3.D.13 (1984 paid workers), 3.D.14 (1984 voluntary workers), and 3.D.15 (1985 workers). In 1984 60% of the paid workers and 49% of the voluntary workers strongly agreed they tried to meet people of different cultures, while in 1985 37% strongly agreed they spent time with people of different cultures. Thirty-nine percent of the 1984 paid workers, 16% of the 1985 volunteers, and 26% of the 1985 sample strongly agreed they regularly sought out news of international events. All three groups thought their international experience would affect their career plans (about 50%). About 25% of each group anticipated a change in relationships with family and friends because of their sojourn.

Similarity characterizes their prior travel experiences. While 36% of the 1985 students had no prior travel experiences, Table 3.D.16 indicates about one-fourth of the 1984 groups had no previous international travel. Nevertheless, from one-fifth to almost one-third had traveled internationally four or more times.

In response to the question concerning future travel plans, 79% of the 1984 paid workers, 57% of the 1984 voluntary workers and 80% of the 1985 workers said they would travel again.

PROFILE OF THE STUDENT WHO WORKS

Table 3.D.1
Gender
1985 Data (In Percentages)

Male	36
Female	65
	N = 152

Table 3.D.2
Year in School
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
High school	2	12	3
First-year post-h.s.	10	7	9
Second-year post-h.s.	15	14	15
Third-year post-h.s.	16	27	18
Fourth-year post-h.s.	29	17	26
Fifth-year post-h.s.	27	24	30
	N = 228	N = 59	N = 152

Table 3.D.3
Field of Study
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Foreign Language	9	2	6
Humanities	26		26
Fine Arts	11	9	
Social Science	17	14	20
Other Liberal Arts	31	23	
Education	5	11	5
Engineering/Physical Science	10	11	7
Preprofessional	7	4	
Professional	4	18	10
Business			17
Vocational	0	4	1
Graduate	5	7	
Bio. Sci./Agriculture			8
	N = 227	57	144

Table 3.D.4
Parents' and Respondents' Language and International Residences
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Parents speak second language	33	33	33
Parents do not speak second language	67	67	67
	N = 229	58	152
Parents have lived abroad	35	37	35
Parents have not lived abroad	65	63	65
	N = 232	59	152
Respondent speaks second language	30	22	28
Respondent does not speak second language	70	78	72
	N = 231	59	151
Second language spoken at home			14
Second language not spoken at home			86
			N = 140
Respondent fluent in parents' second language			16
Respondent not fluent in parents' second language			84
			N = 136

Table 3.D.5
Length of Trip
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Less than 1 month	3	12	1
1-3 months	36	53	49
3-6 months	32	13	25
6-12 months	23	22	21
1-3 years	6	0	4
More than 3 years	1	0	1
	N = 228	60	150

Table 3.D.6
Destination
1985 Data (In Percentages)

Africa	0
Asia	3
Australia/N.Z./S. Pacific	2
Canada	0
Central/South America/ Caribbean/Mexico	1
Eastern Europe/USSR	7
Middle East	4
Western Europe	84
	N = 152

Table 3.D.7
Specific Destinations in Western Europe
1985 Data (In Percentages)

Austria/Switzerland	4
Belgium/Netherlands/Luxembourg	4
France	11
Germany	5
Ireland/U.K.	67
Italy	4
Portugal/Spain	1
Scandinavia	4
	N = 141

Table 3.D.8
Traveling Companions
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Alone	61	60	62
With a few friends	38	8	32
With a group	2	32	5
	N = 231	60	151

45

Table 3.D.9
First Choice Financial Support
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Scholarship/Grant	1	13	3
Loan	3	5	5
Personal savings	41	35	48
Family/Friends	11	45	12
Work while abroad	43	2	32
	N = 232	60	152

Table 3.D.10
Major Concern
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Housing	31	7	
Food	0	0	
Housing/Food			20
Language	8	15	13
Adjustment	2	17	5
Sufficient money	29	28	32
Meeting people	13	8	11
Health	2	7	1
Political unrest	0	2	1
Homesickness	1	5	
Getting around			7
No concerns	13	12	11
	N = 232	60	150

Table 3.D.11
Major Influence
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Influence of family/friends	10	18	
Influence of family			14
Influence of friends			13
Influence of teacher/advisor			1
Contact with foreign students in h.s.	4	2	
Contact with foreign students in college	4	5	
Contact with foreign students in h.s./college			11
Language course	4	3	8
Other academic courses	5	7	6
Interest in intl. events	11	5	30
Career goals	9	25	15
Get away from family/friends	1	2	3
Desire to travel	52	33	
	N = 229	60	146

Table 3.D.12
Major Personal Goal
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
Improve academic performance	2	22	
Improve education			13
Improve foreign language	13	9	10
Gain knowledge of country	57	49	38
Have fun	14	7	7
Meet people	6	9	9
Improve self-confidence	9	5	23
	N = 228	59	150

Table 3.D.13
Paid Workers Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	60	33	5	3	0	219
Regularly seek out intl. news	39	39	14	8	0	217
Expect intl. travel will influence career plans	53	30	13	3	2	217
Expect intl. travel will change relationships with family/friends	22	28	27	17	5	218

Table 3.D.14
Voluntary Workers Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	49	44	7	0	0	55
Regularly seek out intl. news	16	60	18	6	0	55
Expect intl. travel will influence career plans	59	28	7	6	0	54
Expect intl. travel will change relationships with family/friends	22	37	17	19	6	54

Table 3.D.15
Workers Agreement With Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	37	45	6	9	3	150
Regularly seek out intl. news	26	55	11	7	2	152
Expect intl. travel will influence career plans	45	35	17	2	1	150
Expect intl. travel will change relationship with family	16	25	25	25	9	151
Expect intl. travel will change relationships with friends	11	26	22	23	19	151

Table 3.D.16
Prior Travel Experiences
(In Percentages)

	1984		1985
	Paid Work	Voluntary Work/ Internship	Work
None	23	25	36
One	25	17	22
Two-three	30	29	23
Four +	23	29	20
	N = 228	59	152

Profile of the Student who Visits/Lives with Family/Friends

A visit to family or friends is another popular alternative for the U.S. student seeking an international educational experience. Some of these students join family members who are living in another country. Others go to trace the backgrounds of family members whose ancestors immigrated to the U.S. In 1984 about 319 students were in this group and in 1985 about 223 students selected this descriptor.

In 1985, as Table 3.E.1 shows, 57% of these students were female. The largest group of these students was in high school (25% in 1984; 26% in 1985). Table 3.E.2 also shows that the remainder are about equally distributed among the various post-high school years.

The majors with the largest percentage in 1984 were engineering/physical sciences with 21%, followed by the other liberal arts. In 1985, business students, with 22%, were the largest group, followed by humanities students with 15%, other professional students with 14%, and 13% for engineering/physical science students. A summary of all results related to field of study is in Table 3.E.3.

Many of these students indicated their parents had fluency in a second language and had lived internationally as Table 3.E.4 demonstrates, with close to one-half responding affirmatively to these questions. In 1984 41% and in 1985 30% said they were fluent in another language because of formal study of that language. A second language was spoken in 23% of the homes, and 24% of the respondents said they were fluent in their parents' second language.

These trips were relatively short as Table 3.E.5 confirms. In 1984 57% of the trips were 1-3 months and in 1985 62% were for that length. Additionally, 28% of those sampled in both years were going for less than one month.

Table 3.E.6 displays the destinations of those visiting or living with family or friends. The Western European destination remains the most popular choice (74%), but Eastern Europe/USSR was selected by 14%. Destinations within Western Europe (Table 3.E.7) are distributed between Ireland/United Kingdom (23%), Germany (21%), France (17%), and Austria/Switzerland (15%).

The overwhelming majority in both years were setting out with a few friends as Table 3.E.8 shows.

The financing of these trips was principally done through personal savings (in 1984 55%; in 1985 65%) and with the help of family and friends (40%; 31%). Table 3.E.9 displays these results.

A large percentage of these students had no concerns, with about one-fourth selecting that option in both years. Table 3.E.10 shows that concerns about having sufficient money were also important with about the same percentage selecting that option. Language concerns were still fairly prominent.

The influences of family and friends in instilling the motivation to travel were cited by most of these students, as Table 3.E.11 attests. In 1984 38% cited this source. In 1985 a similar number cited the influence of family and an additional 12% cited the influence of friends.

The personal goals of these students centered on improving knowledge of the country(ies) they were going to visit, with 39% and 38% in the two years, respectively, naming that goal. Having fun was also selected by 29% in 1984 and 20% in 1985, as Table 3.E.12 indicates.

About half in 1984 said they tried to meet with people of different cultural backgrounds, and in 1985 36% strongly agreed they spent time with others of heterogeneous cultural backgrounds. In 1984 34% and in 1985 23% said they regularly sought out news of international events. Thirty-eight percent and 28% in the two years respectively expected their travel to change their career plans. About one-fifth anticipated changes in their relationships with family and friends because of their sojourn. These results are displayed in Tables 3.E.13 and 3.E.14.

Table 3.E.15 shows the prior international travel backgrounds of these students. Results are almost evenly distributed among response choices with slightly more (35%) in 1985 having never traveled internationally before.

Seventy-seven percent in 1984 and 73% in 1985 said they would travel again within two years.

PROFILE OF THE STUDENT WHO VISITS/LIVES WITH FAMILY/FRIENDS

Table 3.E.1
Gender
1985 Data (In Percentages)

Male	43
Female	57
	N = 223

Table 3.E.2
Year in School

(In Percentages)

	1984	1985
High school	25	26
First-year post-h.s.	10	12
Second-year post-h.s.	15	14
Third-year post-h.s.	16	13
Fourth-year post-h.s.	14	19
Fifth-year post-h.s.	19	17
	N = 319	216

Table 3.E.3
Field of Study

(In Percentages)

	1984	1985
Foreign Language	8	7
Humanities		15
Fine Arts	6	
Social Science	12	9
Other Liberal Arts	19	
Education	6	8
Engineering/Physicial Science	21	13
Preprofessional	7	
Professional	13	14
Business		22
Vocational	1	3
Graduate	7	9
Bio. Sci./Agriculture		9
	N = 302	209

Table 3.E.4
Parents' and Respondents' Language and International Residence

(In Percentages)

	1984	1985
Parents speak second language	47	46
Parents do not speak second language	53	55
	N = 324	224
Parents have lived abroad	46	43
Parents have not lived abroad	55	56
	N = 325	223
Respondent speaks second language	41	30
Resondent does not speak second language	59	70
	N = 327	222
Second language spoken at home		23
Second language not spoken at home		77
		N = 209
Respondent fluent in parents' second langauge		24
Respondent not fluent in parents' second language		75
		N = 200

Table 3.E.5
Length of Trip

(In Percentages)

	1984	1985
Less than 1 month	28	28
1-3 months	57	62
3-6 months	7	4
6-12 months	4	5
1-3 years		1
More than 3 years	3	0
	N = 325	224

Table 3.E.6
Destination

1985 Data (In Percentages)

Africa	1
Asia	3
Australia/N.Z./S. Pacific	1
Canada	0
Central/South America/ Caribbean/Mexico	5
Eastern Europe/USSR	14
Middle East	1
Western Europe	74
	N = 223

Table 3.E.7
Specific Destinations in Western Europe

1985 Data (In Percentages)

Austria/Switzerland	15
Belgium/Netherlands/Luxembourg	6
France	17
Germany	21
Ireland/U.K.	23
Italy	8
Portugal/Spain	4
Scandinavia	7
	N = 201

Table 3.E.8
Traveling Companions

(In Percentages)

	1984	1985
Alone	20	16
With a few friends	62	77
With a group	19	7
	N = 317	224

Table 3.E.9
First Choice Financial Support

(In Percentages)

	1984	1985
Scholarship/Grant	1	1
Loan	3	3
Personal savings	55	65
Family/Friends	40	31
Work while abroad	1	1
	N = 324	220

Table 3.E.10
Major Concern
(In Percentages)

	1984	1985
Housing	8	
Food	2	
Housing/Food		14
Language	17	15
Adjustment	6	4
Sufficient money	25	27
Meeting people	13	11
Health	1	1
Political unrest	2	2
Homesickness	2	
Getting around		6
No concerns	25	21
	N = 330	219

Table 3.E.11
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	38	
Influence of family		38
Influence of friends		12
Influence of teacher/advisor		1
Contact with foreign students in h.s.	5	
Contact with foreign students in college	6	
Contact with foreign students in h.s./college		14
Language course	4	8
Other academic courses	1	2
Interest in intl. events	8	17
Career goals	3	6
Get away from family/friends	4	2
Desire to travel	31	
	N = 323	217

Table 3.E.12
Major Personal Goal

(In Percentages)

	1984	1985
Improve academic performance	5	
Improve education		11
Improve foreign language	17	13
Gain knowledge of country	39	38
Have fun	29	20
Meet people	8	9
Improve self-confidence	2	9
	N = 219	220

Table 3.E.13
Agreement With Attitudinal Questions

1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	51	40	8	1	0	303
Regularly seek out intl. news	34	44	17	5	1	302
Expect intl. travel will influence career plans	38	31	20	8	4	400
Expect intl. travel will change relationships with family/friends	23	30	22	17	8	296

Table 3.E.14
Agreement With Attitudinal Questions

1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	36	45	10	9	0	218
Regularly seek out intl. news	23	47	20	10	1	217
Expect intl. travel will influence career plans	28	36	22	10	4	219
Expect intl. travel will change relationship with family	11	24	27	25	12	215
Expect intl. travel will change relationships with friends	7	24	22	34	12	217

Table 3.E.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	28	35
One	22	24
Two-three	22	18
Four +	28	23
	N = 325	221

Profile of the Student who Travels Emphasizing Recreation

Images of U.S. students taking off for an international adventure with a backpack, depending on economical means of transportation, staying in inexpensive accommodations, and subsisting on bread and cheese are very strong. The student who pursues this image of the international sojourn is profiled in this section of the report. In 1984 about 690 and in 1985 about 450 students comprised this category.

Table 3.F.1 shows the gender of these students with 55% female. Table 3.F.2 shows their educational level with the greatest number taking off to travel in their fourth and fifth post high school years (one-fourth to one-third).

The majors from which more of these students came were business and the professions, with 24% from business in 1985 and 21% in both years from other professional majors. Engineering and the physical sciences contributed 17% and 14% respectively. Languages, humanities, and the social sciences are much less significant as Table 3.F.3 demonstrates.

Table 3.F.4 presents the results to questions on parental and respondent language abilities and parental international residence. Thirty-nine percent in 1984 and 29% in 1985 said their parents spoke a second language, while about one-third said one parent had lived in another country for at least one year. Respondent second language fluency was not quite as great for the recreational travelers with 24% in 1984 and 18% in 1985 answering affirmatively. Thirteen percent said a second language was spoken in the home and 15% said they were fluent in their parents' second language.

These trips, too, were going to be short with 57% in 1984 and 66% in 1985 going for 1-3 months. An additional 35% and 28% in the two years respectively were going for less than one month. Table 3.F.5 presents these results.

Their destination was principally Western Europe (86%) with the countries of Ireland/ United Kingdom chosen by 30%, France 25%, and Italy 16% as Tables 3.F.6 and 3.F.7 show.

Almost three-fourths in both years were traveling with a few friends as Table 3.F.8 indicates.

Personal savings were the dominant source of support for this trip with almost two thirds selecting that option in both years. The data in Table 3.F.9 also marks family and friends as an important source of fiscal underwriting for these adventurers.

Having enough money was of concern to these students with 22% in 1984 and 25% in 1985 identifying that as their principal concern. Table 3.F.10 also documents that while housing and food posed some concern, about equal numbers simply had no concerns about the trip.

Table 3.F.11 displays responses to the question concerning interest in international travel. In 1984 most selected a desire to travel. In 1985 the influence of family and friends was selected most often.

These students were interested in having fun (47% in 1984 and 40% in 1985), as Table 3.F.12 confirms. Many, however, were interested in improving their knowledge of the country(ies) they intended to visit.

There was stronger agreement with the attitudinal statements among the 1984 students than the 1985 students. Forty-five percent of them said they tried to meet people of different cultures, 30% said they regularly sought out news of international events, 27% said they expected their international travel to influence their career plans and 16% said they anticipated changes in relationships with family and friends as Table 3.F.13 shows. Table 3.F.14 shows smaller percentages for the 1985 group for each of these statements.

More of the 1985 group (44%) had no prior international travel experience as Table 3.F.15 shows and fewer in that year had traveled four or more times.

For these recreational travelers in 1984 72% said they intended to travel internationally again within two years and in 1985 58% answered affirmatively.

PROFILE OF THE STUDENT WHO TRAVELS EMPHASIZING RECREATION

Table 3.F.1
Gender
1985 Data (In Percentages)

Male	45
Female	55
	N = 452

Table 3.F.2
Year in School
(In Percentages)

	1984	1985
High school	19	12
First-year post-h.s.	7	4
Second-year post-h.s.	8	9
Third-year post-h.s.	12	14
Fourth-year post-h.s.	24	34
Fifth-year post-h.s.	31	27
	N = 690	449

Table 3.F.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	3	2
Humanities	12	
Fine Arts	8	
Social Science	11	11
Other Liberal Arts	18	
Education	5	5
Engineering/Physicial Science	17	14
Preprofessional	7	
Professional	21	21
Business		24
Vocational	1	2
Graduate	8	
Bio. Sci./Agriculture		10
	N = 673	441

Table 3.F.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	39	29
Parents do not speak second language	61	71
	N = 694	451
Parents have lived abroad	36	30
Parents have not lived abroad	64	70
	N = 695	450
Respondent speaks second language	24	18
Respondent does not speak second language	76	82
	N = 699	450
Second language spoken at home		13
Second language not spoken at home		87
		N = 417
Respondent fluent in parents' second langauge		15
Respondent not fluent in parents' second language		84
		N = 407

Table 3.F.5
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	35	28
1-3 months	57	66
3-6 months	4	4
6-12 months	3	2
1-3 years	1	1
More than 3 years	0	0
	N = 700	452

Table 3.F.6
Destination

1985 Data (In Percentages)

Africa	0
Asia	1
Australia/N.Z./S. Pacific	1
Canada	1
Central/South America/ Caribbean/Mexico	0
Eastern Europe/USSR	9
Middle East	2
Western Europe	86
	N = 450

Table 3.F.7
Specific Destinations in Western Europe

1985 Data (In Percentages)

Austria/Switzerland	10
Belgium/Netherlands/Luxembourg	2
France	25
Germany	10
Ireland/U.K.	30
Italy	16
Portugal/Spain	4
Scandinavia	3
	N = 431

Table 3.F.8
Traveling Companions

(In Percentages)

	1984	1985
Alone	17	12
With a few friends	71	73
With a group	12	15
	N = 692	452

Table 3.F.9
First Choice Financial Support

(In Percentages)

	1984	1985
Scholarship/Grant	2	1
Loan	4	4
Personal savings	61	62
Family/Friends	32	32
Work while abroad	1	1
	N = 687	447

Table 3.F.10
Major Concern

(In Percentages)

	1984	1985
Housing	20	
Food	2	
Housing/Food		19
Language	15	18
Adjustment	3	1
Sufficient money	22	25
Meeting people	11	11
Health	2	1
Political unrest	1	2
Homesickness	2	
Getting around		7
No concerns	22	18
	N = 704	444

Table 3.F.11
Major Influence

(In Percentages)

	1984	1985
Influence of family/friends	17	
Influence of family		33
Influence of friends		26
Influence of teacher/advisor		2
Contact with foreign students in h.s.	2	
Contact with foreign students in college	2	
Contact with foreign students in h.s./college		4
Language course	3	6
Other academic courses	1	4
Interest in intl. events	6	19
Career goals	0	2
Get away from family/friends	2	6
Desire to travel	67	
	N = 688	437

Table 3.F.12
Major Personal Goal

(In Percentages)

	1984	1985
Improve academic performance	1	
Improve education		6
Improve foreign language	6	3
Gain knowledge of country	38	40
Have fun	47	40
Meet people	6	4
Improve self-confidence	2	7
N =	690	441

Table 3.F.13
Agreement With Attitudinal Questions

1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	45	42	12	1	0	636
Regularly seek out intl. news	30	40	21	8	1	631
Expect intl. travel will influence career plans	27	31	24	15	4	628
Expect intl. travel will change relationships with family/friends	16	24	28	21	12	625

Table 3.F.14
Agreement With Attitudinal Questions

1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	21	46	15	15	3	441
Regularly seek out intl. news	20	44	20	15	2	441
Expect intl. travel will influence career	16	31	26	21	6	436
Expect intl. travel will change relationship with family	7	23	27	30	14	435
Expect intl. travel will change relationships with friends	4	19	23	33	21	437

Table 3.F.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	36	44
One	18	20
Two-three	25	22
Four +	20	14
	N = 685	444

Profile of the Student who Travels Emphasizing Education

Students can now choose from among a plethora of study-travel opportunities. These expeditions often are organized by divisions of educational institutions (e.g. continuing education) and private sector organizations. The trips include an educational component such as lectures, seminars, and readings, often conducted while the trip is occurring. In addition, students might select this option if they personally have planned a trip which pursues a specific educational objective, usually informal in nature. There were 375 students in 1984 and 178 in 1985 who chose this option.

Table 3.G.1 indicates that 52% were female, and Table 3.G.2 shows that many high school students were participating in this type of international educational activity (22% in 1984 and 18% in 1985). Again, the fourth and fifth post-high school years were the educational levels of many traveling students.

Fields of study for these individuals in 1984 were the other liberal arts (26%), the professions (15%), social sciences (13%) and foreign languages (12%). In 1985, as Table 3.G.3 indicates, 22% were in the humanities, 19% in business, and 18% in professional programs.

About one-third of their parents spoke a second language and had lived in another country for at least a year. About one-fifth to one-fourth assessed themselves fluent in another language in both years. Only 10% said a second language was spoken at home and 14% said they were fluent in their parents' second language. Table 3.G.4 gives complete results.

These individuals were planning sojourns that were short in length. Only a small number in each year were going for longer than 6 months as Table 3.G.5 confirms. The majority were going for the 1-3 month period with about one-fifth taking the less than one month trip.

Western Europe was the most popular destination (80%) with France (33%) the most popular country within that geographical region. Table 3.G.6 and Table 3.G.7 present the summaries for other regions and countries.

Their traveling companions, as Table 3.G.8 shows, were usually a few friends or a group. Almost one-third in 1984 and only 15% in 1985 were traveling alone.

Personal savings were the main source of financial support with 50% and 63% in 1984 and 1985, respectively. Table 3.G.9 also shows that families and friends were an important source of money; other options were only selected by small numbers of these students.

The travelers emphasizing education were similar to their cohorts in being concerned about money as Table 3.G.10 documents, with 24% and 22% in 1984 and 1985 worried about finances. Almost equal numbers in both years, however, had no concerns.

In 1984 51% of the students responded with "desire to travel" in response to the question asking for the major influence. In 1985 the selection most often picked was an interest in international events (30%), followed by the influence of family (22%). Table 3.G.11 shows the results.

"Improve knowledge of country(ies) traveled to" was the major personal goal for these sojourners in both years, with 57% in 1984 and 45% in 1985 identifying this choice. In 1985 29% also selected "improve education." Other choices are summarized in Table 3.G.12.

Student agreement with statements about attitudes are presented for 1984 in Table 3.G.13 and for 1985 in Table 3.G.14. Fifty-eight percent of the first year's students strongly agreed they tried to meet people of other cultures while for the 1985 students 35% strongly agreed they spent time with people of different cultures. About one-third in each year said they sought out news of international events. In 1984 47% said they thought international travel would influence their career plans while in 1985 the comparable figure was 28%. Eighteen percent in 1984 and 14% in 1985 expected their trip to influence relationships with family and friends.

Fewer numbers of these students had four or more previous travel experiences, as Table 3.G.15 confirms. At least one-third in both years had no prior international travel experience.

In 1984 72% of these students said they wanted to travel internationally again in the next two years. The comparable figure in 1985 was 73%.

PROFILE OF THE STUDENT WHO TRAVELS EMPHASIZING EDUCATION

Table 3.G.1
Gender
1985 Data (In Percentages)

Male	48
Female	52
	N = 178

Table 3.G.2
Year in School
(In Percentages)

	1984	1985
High school	22	18
First-year post-h.s.	9	5
Second-year post-h.s.	13	12
Third-year post-h.s.	19	13
Fourth-year post-h.s.	20	24
Fifth-year post-h.s.	17	29
	N = 368	175

Table 3.G.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	12	6
Humanities		22
Fine Arts	9	6
Social Science	13	11
Other Liberal Arts	26	
Education	4	7
Engineering/Physicial Science	8	9
Preprofessional	6	
Professional	15	18
Business		19
Vocational	1	3
Graduate	7	
Bio. Sci./Agriculture		5
	N = 357	170

Table 3.G.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	33	26
Parents do not speak second language	67	74
	N = 370	178
Parents have lived abroad	29	29
Parents have not lived abroad	71	71
	N = 372	178
Respondent speaks second language	24	22
Respondent does not speak second language	76	78
	N = 369	176
Second language spoken at home		10
Second language not spoken at home		90
		N = 163
Respondent fluent in parents' second langauge		14
Respondent not fluent in parents' second language		86
		N = 160

Table 3.G.5
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	18	27
1-3 months	49	58
3-6 months	18	12
6-12 months	12	1
1-3 years	3	2
More than 3 years	1	1
	N = 371	178

Table 3.G.6
Destination

1985 Data (In Percentages)

Africa	1
Asia	0
Australia/N.Z./S. Pacific	1
Canada	1
Central/South America/ Caribbean/Mexico	1
Eastern Europe/USSR	12
Middle East	4
Western Europe	80
	N = 178

Table 3.G.7
Specific Destinations in Western Europe

1985 Data (In Percentages)

Austria/Switzerland	8
Belgium/Netherlands/Luxembourg	3
France	33
Germany	11
Ireland/U.K.	21
Italy	17
Portugal/Spain	3
Scandinavia	4
	N = 168

Table 3.G.8
Traveling Companions

(In Percentages)

	1984	1985
Alone	32	15
With a few friends	42	67
With a group	26	17
	N = 368	178

Table 3.G.9
First Choice Financial Support

(In Percentages)

	1984	1985
Scholarship/Grant	5	1
Loan	7	11
Personal savings	50	63
Family/Friends	35	24
Work while abroad	3	1
	N = 368	177

Table 3.G.10
Major Concern
(In Percentages)

	1984	1985
Housing	13	
Food	2	
Housing/Food		15
Language	17	17
Adjustment	7	2
Sufficient money	24	22
Meeting people	13	14
Health	1	2
Political unrest	1	2
Homesickness	1	
Getting around		7
No concerns	20	18
	N = 365	176

Table 3.G.11
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	15	
Influence of family		22
Influence of friends		9
Influence of teacher/advisor		5
Contact with foreign students in h.s.	3	
Contact with foreign students in college	1	
Contact with foreign students in h.s./college		11
Language course	8	10
Other academic courses	4	6
Interest in intl. events	10	30
Career goals	7	6
Get away from family/friends	1	1
Desire to travel	51	
	N = 372	172

Table 3.G.12
Major Personal Goal
(In Percentages)

	1984	1985
Improve academic performance	5	
Improve education		29
Improve foreign language	15	6
Gain knowledge of country	57	45
Have fun	9	13
Meet people	7	1
Improve self-confidence	7	7
N =	370	170

Table 3.G.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	58	33	8	1	0	347
Regularly seek out intl. news	35	40	18	8	0	348
Expect intl. travel will influence career plans	47	31	15	6	1	346
Expect intl. travel will change relationships with family/friends	18	37	25	16	4	343

Table 3.G.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	35	52	8	5	1	171
Regularly seek out intl. news	27	50	14	8	1	169
Expect intl. travel will influence career plans	28	37	18	13	4	166
Expect intl. travel will change relationship with family	9	32	21	27	12	165
Expect intl. travel will change relationships with friends	5	26	20	36	14	168

Table 3.G.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	40	40
One	24	24
Two-three	21	19
Four +	16	18
	N = 364	171

Profile of the Student on High School Exchange

There has been a proliferation of international programs for the high school student in the last decade. In 1984 approximately 118 students were high school exchangees and there were about 59 in the 1985 sample. Over three-fourths are female, as Table 3.H.1 shows and as expected, almost all are in high school (Table 3.H.2).

These exchangees indicated a substantial interest in pursuing a foreign language major (18% in 1984 and 16% in 1985) with some interest in the social sciences, engineering/physical sciences, professional programs and biological sciences/agriculture. For complete results see Table 3.H.3.

About one quarter said their parents spoke a second language and had lived in another country. About one-fifth in both years said they were fluent in a second language. Table 3.H.4 also shows that a second language was spoken in 12% of their homes.

The intended exchange program was 1-3 months in about half of the cases. Thirty percent were going for 6-12 months in 1984 and 20% were going for that period in 1985 as Table 3.H.5 indicates.

While Western Europe was the most popular destination (Table 3.H.6), interestingly, 7% were going to Australia/New Zealand/South Pacific. Table 3.H.7 also demonstrates that Germany was the Western European location visited most often.

Most high school exchangees were either traveling with a group (41%) or going by themselves (40%), as Table 3.H.8 shows.

Family and friends were the major source of financial support. However, about one-quarter to one-fifth said they were receiving scholarship help and about one-fifth were depending on their personal savings, as Table 3.H.9 shows.

The high school exchangees of both years were most concerned with language and cultural adjustment. Table 3.H.10 shows they expressed minimal concerns about money, in contrast to the other traveling students.

Table 3.H.11 indicates responses concerning the major source of influence to travel. Contact with foreign students was a major influence, as were language courses.

The major personal goals of the high school exchangees are summarized in Table 3.H.12. The results in the two years are similar in the identification of informal learning goals.

Their responses to the series of attitudinal and behavioral statements are presented in Tables 3.H.13 (1984) and 3.H.14 (1985). These students have strong expectations that their international travel experiences will affect career plans. They see themselves as seeking out people of different cultural backgrounds. They express minimal interest in seeking out news of international events and they do expect some changes in their relationships with family and friends.

It is not surprising that 62% in 1984 and 48% in 1985 had no prior international travel experience, as Table 3.H.15 indicates. What is surprising is that so many students still in high school have already had at least one international sojourn. Furthermore, 40% in 1984 and 48% in 1985 expected to travel internationally again within two years.

PROFILE OF THE STUDENT ON HIGH SCHOOL EXCHANGE

Table 3.H.1
Gender
1985 Data (In Percentages)

Male	24
Female	76
	N = 59

Table 3.H.2
Year in School
(In Percentages)

	1984	1985
High school	92	92
First-year post-h.s.	4	3
Second-year post-h.s.	1	3
Third-year post-h.s.	2	0
Fourth-year post-h.s.	2	2
Fifth-year post-h.s.	0	0
	N = 118	59

Table 3.H.3
Field of Study
(In Percentages)

	1984	1985
Foreign Language	18	16
Humanities		8
Fine Arts	9	
Social Science	12	12
Other Liberal Arts	11	
Education	11	4
Engineering/Physicial Science	18	14
Preprofessional	9	
Professional	10	16
Business		8
Vocational	1	4
Graduate		
Bio. Sci./Agriculture	0	16
	N = 105	49

Table 3.H.4
Parents' and Respondents' Language and International Residence
(In Percentages)

	1984	1985
Parents speak second language	28	24
Parents do not speak second language	72	76
	N = 117	59
Parents have lived abroad	26	28
Parents have not lived abroad	74	72
	N = 117	57
Respondent speaks second language	22	21
Respondent does not speak second language	78	79
	N = 116	58
Second language spoken at home		12
Second language not spoken at home		88
		N = 57
Respondent fluent in parents' second langauge		13
Respondent not fluent in parents' second language		87
		N = 54

Table 3.H.5
Length of Trip
(In Percentages)

	1984	1985
Less than 1 month	9	9
1-3 months	48	51
3-6 months	3	3
6-12 months	30	20
1-3 years	10	17
More than 3 years	0	0
	N = 117	59

Table 3.H.6
Destination
1985 Data (In Percentages)

Africa	0
Asia	3
Australia/N.Z./S. Pacific	7
Canada	0
Central/South America/ Caribbean/Mexico	3
Eastern Europe/USSR	3
Middle East	0
Western Europe	83
	N = 59

Table 3.H.7
Specific Destinations in Western Europe
1985 Data (In Percentages)

Austria/Switzerland	12
Belgium/Netherlands/Luxembourg	12
France	18
Germany	42
Ireland/U.K.	2
Italy	0
Portugal/Spain	4
Scandinavia	10
	N = 50

Table 3.H.8
Traveling Companions
(In Percentages)

	1984	1985
Alone	40	39
With a few friends	19	25
With a group	41	36
	N = 108	56

Table 3.H.9
First Choice Financial Support
(In Percentages)

	1984	1985
Scholarship/Grant	24	21
Loan	6	7
Personal savings	19	19
Family/Friends	52	52
Work while abroad	0	2
	N = 118	58

Table 3.H.10
Major Concern
(In Percentages)

	1984	1985
Housing	2	
Food	2	
Housing/Food		0
Language	42	39
Adjustment	21	24
Sufficient money	5	3
Meeting people	8	14
Health	0	0
Political unrest	0	0
Homesickness	9	
Getting around		3
No concerns	12	17
	N = 118	59

Table 3.H.11
Major Influence
(In Percentages)

	1984	1985
Influence of family/friends	17	
Influence of family		12
Influence of friends		5
Influence of teacher/advisor		2
Contact with foreign students in h.s.	30	
Contact with foreign students in college	0	
Contact with foreign students in h.s./college		30
Language course	17	32
Other academic courses	3	0
Interest in intl. events	7	12
Career goals	3	7
Get away from family/friends	1	0
Desire to travel	24	
	N = 115	57

Table 3.H.12
Major Personal Goal
(In Percentages)

	1984	1985
Improve academic performance	3	
Improve education		24
Improve foreign language	25	27
Gain knowledge of country	50	24
Have fun	7	0
Meet people	9	3
Improve self-confidence	6	22
	N = 117	59

Table 3.H.13
Agreement With Attitudinal Questions
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Try to meet people from different cultures	41	42	17	0	0	109
Regularly seek out intl. news	15	49	22	14	1	109
Expect intl. travel will influence career plans	48	35	12	5	1	110
Expect intl. travel will change relationships with family/friends	38	35	11	10	6	108

Table 3.H.14
Agreement With Attitudinal Questions
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Spend time with people from other cultures	18	60	19	2	2	57
Regularly seek out intl. news	13	60	22	6	0	55
Expect intl. travel will influence career plans	37	37	23	3	0	57
Expect intl. travel will change relationship with family	19	37	18	18	9	57
Expect intl. travel will change relationships with friends	21	41	10	21	7	58

Table 3.H.15
Prior Travel Experiences
(In Percentages)

	1984	1985
None	62	48
One	14	19
Two-three	19	21
Four +	5	12
N =	118	58

76

CHAPTER FOUR

COMPARISONS BETWEEN TYPES OF TRAVELING STUDENTS

An intriguing question when studying U.S. students who engage in international travel is whether there are differences among students who choose the various types of alternatives available. Students who chose particular types of experiences may have different backgrounds or attitudes. In addition, their international experiences may regularly vary on dimensions other than type.

Table 4.1 summarizes 1985 results concerning participant gender. More females than males were going on all types of experiences. The concentration of women was greatest, however, for the high school exchange programs (76%) and for the U.S. educational institution sponsored program (69%). The travel options, either those emphasizing education (48%) or recreation (45%) had the largest number of male participants.

Table 4.2 summarizes the 1984 results, and Table 4.3 the 1985 results for student educational level by their first-ranked description of type of international education experience. For the U.S. institution sponsored program, the third-year post-high school was the predominant educational level in both years. The 1984 figure of 37% and the 1985 of 42% is particularly significant given that 23% and 25% of the overall sample in the two years were third-year post-high school students. What is notable about this overall distribution is the minimal amount of international activity on the part of the first-year post-high school student. It is also interesting to note that travel options were selected most often by students in their fourth- and fifth-year post-high school. For both recreational and educational travel some high school students chose these types of activities, but few students in their first-, second-, and even third-year post-high school did.

Tables 4.4 (1984) and 4.5 (1985) breakdown responses by field of study. This data generally supports popular notions about the fields of study from which various programs draw their students. Obviously, foreign language majors were disproportionately represented given their percentage of all U.S. college students. They comprised a large component of those going on U.S. sponsored educational programs, those directly enrolling in a foreign university, those independently studying, and those on high school exchanges. The engineering/physical science fields were quite important for those visiting/living with family/friends, high school exchangees and recreational travelers, particularly in 1984. One of the most interesting outcomes was the large number of business students when business was an option in 1985. They comprised a similar number as foreign language majors for the U.S. sponsored program. With business students constituting 19% of the overall sample, more of them selected the independent study, visit/live with family/friends, and recreational travel options. Large numbers of professional program students also selected the visit/live, recreational and educational travel options.

Parents' international residence (of at least a year) is presented in Table 4.6. The parents of those on U.S. sponsored programs had less experience living abroad than the parents of those who selected other alternatives. By contrast, the parents of participants on work abroad programs had slightly more than the overall sample. The sojourner who visited/lived with family/friends, naturally, had the highest percentage of affirmative responses to this question. The same pattern occurred for parental language fluency as Table 4.7 attests.

Respondent second language fluency through formal study is displayed in Table 4.8. In both years, those selecting direct enrollment in a foreign institution had larger percentages assessing themselves fluent in a second language. Those on the high school exchanges, recreational travel, and educational travel had fewer people fluent than the overall sample. Again, this makes intuitive sense because to enroll directly in a foreign institution would usually require more language competence.

In 1985 two additional questions on language use and fluency were included and the comparative results on those are presented in Table 4.9 and 4.10. Table 4.9 shows that those going to visit/live with family/friends were much more likely to have a second language spoken at home. As well, those directly enrolling in a foreign institution were more likely to have parents who spoke a second language at home. Overall, the 1985 sample had a 13% affirmative response to this question. Parents of only 9% of those on U.S. sponsored programs spoke a second language at home. This same pattern characterized respondents' assessment of their fluency in the parental second language.

The 1985 questionnaire included a question on destination in general, and a specific question for destination within Western Europe. These results are presented in Tables 4.11 and 4.12. Western Europe was clearly the destination of choice for these students, selected by 82% of the overall sample. The higher percentages of recreational travelers and the U.S. sponsored program participants going to Western Europe are noteworthy. Given that 9% of the overall set selected Eastern Europe/USSR, it is interesting that 14% of the independent study students, 12% of the educational travelers, and 14% of those visiting family/friends were going to Eastern Europe/USSR.

The most popular destinations within Western Europe were definitely France and Ireland/United Kingdom. The only group to identify a different country most often were the high school exchangees who selected Germany. Those on U.S. sponsored programs and those traveling (both recreational and educational) had the greatest distribution among the Western European countries.

The length of the experience is an important factor, as the data arrayed in Tables 4.13 and 4.14 show. Those students in both years going overseas to visit/live with family/friends, to recreationally travel and to educationally travel were going for the shorter periods of time. Those students selecting the more formal study programs (either U.S. sponsored or direct enrollment in the foreign institution) were going for the longer periods of time. Again, this is true for both years.

The primary means of financial support for those students pursuing specific educational objectives was scholarships/grants (Tables 4.15 and 4.16). In both years, those on the U.S. sponsored program, the direct enrollees in the foreign institution, the independent study students, and the high school exchangees identified that source of support in far greater number than the overall sample. Except for those working and engaging in independent study, these same students depended in larger proportion on help from family and friends. Those who visited/lived with family/friends, educationally traveled, or recreationally traveled depended in large measure on personal savings to underwrite their trip.

The predominate concern about their forthcoming trip for students pursuing all types of experiences was having sufficient money. The only students not concerned about money were the high school exchangees as Tables 4.17 and 4.18 show. These same high school students expressed the most concern about cultural adjustment and language. Those on the U.S. sponsored programs were also most concerned about language. The only group concerned about food and housing in any great measure were those going to do paid work in 1984 and to work in 1985.

When students were asked to pinpoint the major source of influence for their interest in international travel, several patterns emerged, as Tables 4.19 and 4.20 demonstrate. In 1984 those who were going to visit/live with family/friends cited them as the primary influence. Language courses were prominent for those on U.S. sponsored programs, the high school exchange programs, those directly enrolling in a foreign institution, and those doing independent study. Those who were going to visit/live and recreationally travel in 1985 cited the influence of family. The influence of friends was the greatest for those doing recreational travel. Language courses were important for the high school exchangee, the U.S. program participants, and those directly enrolling. The workers most often cited an interest in international events and career goals.

The major personal goals of these students varied depending on the type of international travel experience, as Tables 4.21 and 4.22 demonstrate. The improvement of foreign language ability was of supreme importance to those who directly enrolled in a foreign institution, went on a U.S. sponsored program, a high school exchange, or independently studied. In 1985 these same groups placed great emphasis on the improvement of their education. In both years, the workers, visitors to family/friends, and educational and recreational travelers highlighted improvement of knowledge about countries visited. It is also interesting to note that the two groups for whom improving self-confidence was a high priority were the working students and the high school exchangees.

In Tables 4.23 and 4.24 responses expressing agreement with the statements "I try to meet people from cultural backgrounds different from my own" (1984) and "I spend time with people from cultural backgrounds different from my own" (1985) are displayed. In both years high school student exchangees expressed the least agreement with the statements. Interestingly, those on the U.S. sponsored programs also expressed less agreement with the statements. Consistently, the groups with the greatest agreement were those who directly enroll, the independent study student, and those on a work program.

Agreement that the student regularly seeks out news of international events is presented in Tables 4.25 and 4.26. Again, the group with the least agreement was the high school exchangees. Relatively smaller percentages of those on the U.S. sponsored program also expressed agreement with this statement. In 1984 almost half of the independent study students strongly agreed with the statement. In 1985 the greatest level of agreement came from those directly enrolling. In both years the educational traveler and workers also expressed a great deal of agreement.

The expectation that international travel will influence career plans was held in greatest number by those going on the independent study program, as Tables 4.27 and 4.28 show. Quite naturally, those on the work abroad programs also indicated high levels of agreement with the statement. The recreational travelers in both years least shared this sentiment.

In 1984 one statement concerned expectations for change in relationships with family/friends. In 1985 two statements were included, separating family and friends. Results are presented in Tables 4.29, 4.30, and 4.31. High school exchangees anticipated the greatest amount of change in both years. Those who expected the least amount of change were the recreational travelers.

Respondents indicated their prior international trips and these results are presented in Tables 4.32 and 4.33. As expected, high school exchangees were most likely to have no prior international travel experience. In both years, the recreational and educational traveler, followed by those on the U.S. sponsored programs, also had the least amount of experience. Those with the most prior travel experience in 1984 were the independent study student, the voluntary worker, and the visitor to family/friends. In 1985 this group included those directly enrolling in the foreign institution, the student who would visit/live with family/friends, and the workers.

In both years, high school exchangees most often stated they anticipated no international travel within the next two years, as Table 4.34 attests. The groups with the highest expectation of future travel were the independent study students in 1984 and the workers in 1985.

COMPARISONS BETWEEN TYPES OF TRAVELING STUDENTS

Table 4.1
First Choice of Type of Experience and Gender
1985 Data (In Percentages)

	Male	Female	N =
Program sponsored by U.S. educational ins.	31	69	679
Direct enrollment in foreign program/ins.	44	56	119
Independent study for credit	40	60	63
High school exchange	24	76	59
Paid or voluntary work/ internship	36	65	152
Visit/live with family/friends	43	57	223
Recreational travel	45	55	452
Educational travel	48	52	178

Table 4.2
First Choice of Type of Experience and Year in School
1984 Data (In Percentages)

	High School	First-Year Post-H.S.	Second-Year Post-H.S.	Third-Year Post-H.S.	Fourth-Year Post-H.S.	Fifth-Year Post-H.S.	N =
Program sponsored by U.S. educational ins.	8	5	19	37	18	13	1063
Direct enrollment in foreign program/ins.	14	5	16	29	15	21	196
Independent study for credit	10	4	15	21	19	32	127
High school exchange	92	4	1	2	2	0	118
Performance arts/ sports exchange	37	9	9	17	17	11	35
Paid work	2	10	15	16	29	27	228
Voluntary service/ internship	12	7	14	27	17	24	59
Visit/live with family/friends	25	10	15	16	14	19	319
Recreational travel	19	7	8	12	24	31	690
Educational travel	22	9	13	19	20	17	368

Table 4.3
First Choice of Type of Experience and Year in School
1985 Data (In Percentages)

	High School	First-Year Post-H.S.	Second-Year Post-H.S.	Third-Year Post-H.S.	Fourth-Year Post-H.S.	Fifth-Year Post-H.S.	N =
Program sponsored by U.S. educational ins.	10	4	15	42	14	15	671
Direct enrollment in foreign program/ins.	9	8	20	29	15	20	118
Independent study for credit	6	5	21	33	18	18	63
High school exchange	92	3	3	0	2	0	59
Paid or voluntary work/ internship	3	9	15	18	26	30	152
Visit/live with family/friends	26	12	14	13	19	17	216
Recreational travel	12	4	9	14	34	27	449
Educational travel	18	5	12	13	24	29	175

Table 4.4
First Choice of Type of Experience and Field of Study
1984 Data (In Percentages)

	For. Lang.	Fine Arts	Soc. Sci.	Other Lib. Arts	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Voc.	Grad.	N =
Program sponsored by U.S. educational ins.	14	12	14	28	5	6	6	9	1	4	1047
Direct enrollment in foreign program/ins.	19	6	13	22	5	9	9	10	1	7	194
Independent study for credit	14	15	12	20	0	4	6	14	2	12	125
High school exchange	18	9	12	11	11	18	9	10	1	1	105
Performance arts/ sports exchange	0	35	0	12	0	15	9	18	3	9	34
Paid work	9	11	17	31	5	10	7	4	0	5	227
Voluntary service/ internship	2	9	14	23	11	11	4	18	4	7	57
Visit/live with family/friends	8	6	12	19	6	21	7	13	1	7	302
Recreational travel	3	8	11	18	5	17	7	21	1	8	673
Educational travel	12	9	13	26	4	8	6	15	1	7	357

Table 4.5
First Choice of Type of Experience and Field of Study
1985 Data (In Percentages)

	For. Lang.	Humanities	Soc. Sci.	Educ.	Bio. Sci./ Agr.	Bus.	Eng./ Phy. Sci.	Prof.	Voc./ Tech.	N =
Program sponsored by U.S. educational ins.	16	23	17	5	5	17	4	13	1	643
Direct enrollment in foreign program/ins.	16	27	23	4	3	12	3	10	2	116
Independent study for credit	17	13	10	3	7	23	8	15	3	60
High school exchange	16	8	12	4	16	8	14	16	4	49
Paid or voluntary work/ internship	6	26	20	5	8	17	7	10	1	144
Visit/live with family/friends	7	15	9	8	9	22	13	14	3	209
Recreational travel	2	12	11	5	10	24	14	21	2	441
Educational travel	6	22	11	7	5	19	9	18	4	170

Table 4.6
First Choice of Type of Experience and Parental International Residence
(In Percentages)

	1984 Data			1985 Data		
	Yes	No	N =	Yes	No	N =
Program sponsored by U.S. educational ins.	28	72	1065	26	74	674
Direct enrollment in foreign program/ins.	33	67	196	34	66	119
Independent study for credit	42	58	131	29	71	63
High school exchange	26	74	117	28	72	57
Performance arts/ sports exchange	20	80	35			
Paid or voluntary work/ internship				35	65	152
Paid work	35	65	232			
Voluntary service/ internship	37	63	59			
Visit/live with family/friends	46	55	325	43	56	223
Recreational travel	36	64	695	30	70	450
Educational travel	29	71	372	29	71	178

Table 4.7
First Choice of Type of Experience and Parents' Second Language
(In Percentages)

	1984 Data			1985 Data		
	Yes	No	N =	Yes	No	N =
Program sponsored by U.S. educational ins.	30	70	1070	24	76	679
Direct enrollment in foreign program/ins.	34	66	195	29	71	119
Independent study for credit	41	59	131	35	65	63
High school exchange	28	72	117	24	76	59
Performance arts/ sports exchange	31	69	35			
Paid or voluntary work/ internship				33	67	152
Paid work	33	67	229			
Voluntary service/ internship	33	67	58			
Visit/live with family/friends	47	53	324	46	55	224
Recreational travel	39	61	694	29	71	451
Educational travel	33	67	370	26	74	178

Table 4.8
First Choice of Type of Experience and Respondent Second Language Fluency
(In Percentages)

	1984 Data			1985 Data		
	Yes	No	N =	Yes	No	N =
Program sponsored by U.S. educational ins.	26	74	1052	24	76	671
Direct enrollment in foreign program/ins.	34	66	197	37	63	116
Independent study for credit	43	57	131	25	75	63
High school exchange	22	78	116	21	79	58
Performance arts/ sports exchange	31	69	35			
Paid or voluntary work/ internship				28	72	151
Paid work	30	70	231			
Voluntary service/ internship	22	78	59			
Visit/live with family/friends	41	59	327	30	70	222
Recreational travel	24	76	699	18	82	450
Educational travel	24	76	369	22	78	176

Table 4.9
First Choice of Type of Experience and Second Language Spoken at Home

1985 Data (In Percentages)

	Yes	No	N =
Program sponsored by U.S. educational ins.	9	91	616
Direct enrollment in foreign program/ins.	16	84	111
Independent study for credit	15	85	59
High school exchange	12	88	57
Paid or voluntary work/ internship	14	86	140
Visit/live with family/friends	23	77	209
Recreational travel	13	87	417
Educational travel	10	90	163

Table 4.10
First Choice of Type of Experience and Respondent Fluency in Parents' Second Language

1985 Data (In Percentages)

	Yes	No	N =
Program sponsored by U.S. educational ins.	12	87	591
Direct enrollment in foreign program/ins.	23	77	104
Independent study for credit	25	75	57
High school exchange	13	87	54
Paid or voluntary work/ internship	16	84	136
Visit/live with family/friends	24	75	200
Recreational travel	15	84	407
Educational travel	14	86	160

Table 4.11
First Choice of Type of Experience and First Choice Destination

1985 Data (In Percentages)

	Africa	Asia	Aust./ N. Zeal./ S. Pacif.	Can.	C/S Amer./ Caribb./ Mex.	E. Eur./ USSR	Mid. East.	West. Eur.	N =
Program sponsored by U.S. educational ins.	1	2	1	0	2	7	3	85	667
Direct enrollment in foreign program/ins.	0	6	1	0	2	10	5	77	119
Independent study for credit	2	0	3	0	6	14	5	70	63
High school exchange	0	3	7	0	3	3	0	83	59
Paid or voluntary work/ internship	0	3	2	0	1	7	4	84	152
Visit/live with family/friends	1	3	1	0	5	14	1	74	223
Recreational travel	0	1	1	1	0	9	2	86	450
Educational travel	1	0	1	1	1	12	4	80	178

Table 4.12
First Choice of Type of Experience and Western European Destination
1985 Data (In Percentages)

	Aust./ Switz.	Belg./ Neth./ Lux.	Fr.	Ger.	Irel./ UK	Ital.	Port./ Spn.	Scand.	N =
Program sponsored by U.S. educational ins.	13	2	23	10	31	11	8	4	640
Direct enrollment in foreign program/ins.	9	1	31	9	34	5	5	7	103
Independent study for credit	16	2	25	5	35	11	5	2	57
High school exchange	12	12	18	42	2	0	4	10	50
Paid or voluntary work/ internship	4	4	11	5	67	4	1	4	141
Visit/live with family/friends	15	6	17	21	23	8	4	7	201
Recreational travel	10	2	25	10	30	16	4	3	431
Educational travel	8	3	33	11	21	17	3	4	168

Table 4.13
First Choice of Type of Experience and Length of Experience
1984 Data (In Percentages)

	Less than 1 Month	1-3 Months	3-6 Months	6-12 Months	1-3 Years	More than 3 Years	N =
Program sponsored by U.S. educational ins.	2	36	26	31	5	0	1063
Direct enrollment in foreign program/ins.	2	38	14	32	13	1	198
Independent study for credit	10	28	21	30	9	2	131
High school exchange	9	48	3	30	10	0	117
Performance arts/ sports exchange	46	26	17	6	6	0	35
Paid work	3	36	32	23	6	1	228
Voluntary service/ internship	12	53	13	22	0	0	60
Visit/live with family/friends	28	57	7	4	3	0	325
Recreational travel	35	57	4	3	1	0	700
Educational travel	18	49	18	12	3	1	371

Table 4.14
First Choice of Type of Experience and Length of Experience

1985 Data (In Percentages)

	Less than 1 Month	1-3 Months	3-6 Months	6-12 Months	1-3 Years	More than 3 Years	N =
Program sponsored by U.S. educational ins.	5	40	28	23	4	0	676
Direct enrollment in foreign program/ins.	1	36	23	29	11	1	119
Independent study for credit	8	46	19	14	11	2	63
High school exchange	8	51	3	20	17	0	59
Paid or voluntary work/ internship	9	49	25	21	4	1	150
Visit/live with family/friends	28	62	4	5	1	0	224
Recreational travel	28	66	4	2	1	0	452
Educational travel	27	58	12	1	2	1	178

Table 4.15
First Choice of Type of Experience and Source of Financial Support

1984 Data (In Percentages)

	Scholarship/ Grants	Loan	Personal Savings	Family/ Friends	Work While Abroad	N =
Program sponsored by U.S. educational ins.	17	13	23	46	1	1049
Direct enrollment in foreign program/ins.	11	10	34	44	1	193
Independent study for credit	15	4	57	23	2	129
High school exchange	24	6	19	52	0	118
Performance arts/ sports exchange	15	0	38	44	3	34
Paid work	1	3	41	11	43	232
Voluntary service/ internship	13	5	35	45	2	60
Visit/live with family/friends	1	3	55	40	1	324
Recreational travel	2	4	61	32	1	687
Educational travel	5	7	50	35	3	368

Table 4.16
First Choice of Type of Experience and Source of Financial Support
1985 Data (In Percentages)

	Scholarship/ Grants	Loan	Personal Savings	Family/ Friends	Work While Abroad	N =
Program sponsored by U.S. educational ins.	14	13	27	45	1	669
Direct enrollment in foreign program/ins.	12	13	36	38	1	118
Independent study for credit	14	5	48	29	3	62
High school exchange	21	7	19	52	2	58
Paid or voluntary work/ internship	3	5	48	12	32	152
Visit/live with family/friends	1	3	64	30	0	220
Recreational travel	1	4	62	31	1	447
Educational travel	1	11	63	24	1	177

Table 4.17
First Choice of Type of Experience and Major Concern
1984 Data (In Percentages)

	Housing	Food	Lang.	Adj.	Money	People	Health	Polit.	Homesick	No Concerns	N =
Program sponsored by U.S. educational ins.	8	1	25	12	22	10	1	1	3	16	1048
Direct enrollment in foreign program/ins.	15	1	23	13	25	12	0	0	2	10	193
Independent study for credit	16	2	15	8	26	9	2	3	5	15	127
High school exchange	2	2	42	21	5	8	0	0	9	12	118
Performance arts/ sports exchange	6	3	18	3	21	12	3	3	3	27	33
Paid work	31	0	8	2	29	13	2	0	1	13	226
Voluntary service/ internship	7	0	15	17	28	8	7	2	5	12	60
Visit/live with family/friends	8	2	17	6	25	13	1	2	2	25	318
Recreational travel	20	2	15	3	22	11	2	1	2	22	686
Educational travel	13	2	17	7	24	13	1	1	1	20	365

Table 4.18
First Choice of Type of Experience and Major Concern
1985 Data (In Percentages)

	Housing/ Food	Lang.	Money	People	Getting Around	Adj.	Polit.	Health	No Concerns	N =
Program sponsored by U.S. educational ins.	8	23	25	11	9	7	2	1	16	658
Direct enrollment in foreign program/ins.	9	20	22	15	10	9	0	1	15	117
Independent study for credit	10	24	21	10	8	7	5	0	16	62
High school exchange	0	39	3	14	3	24	0	0	17	59
Paid or voluntary work/ internship	20	13	32	11	7	5	1	1	11	150
Visit/live with family/friends	14	15	27	11	6	4	2	1	21	219
Recreational travel	19	16	25	11	7	1	2	1	18	444
Educational travel	15	17	22	14	7	2	2	2	18	176

Table 4.19
First Choice of Type of Experience and Major Influence
1984 Data (In Percentages)

	Family/ Friends	Contact in H.S. w/ For. Stu.	Contact in Coll. w/ For. Stu.	Lang. Courses	Other Acad.	Interest in Intl. Events	Career Goals	Get Away	Other	N =
Program sponsored by U.S. educational ins.	16	5	4	15	9	10	12	1	29	1055
Direct enrollment in foreign program/ins.	17	8	4	12	5	8	13	1	34	195
Independent study for credit	12	5	6	12	9	15	15	1	26	127
High school exchange	17	30	0	17	3	7	3	1	24	115
Performance arts/ sports exchange	18	0	0	12	3	3	21	0	42	33
Paid work	10	4	4	4	5	11	9	1	52	229
Voluntary service/ internship	18	2	5	3	7	5	25	2	33	60
Visit/live with family/friends	38	5	6	4	1	8	3	4	31	323
Recreational travel	17	2	2	3	1	6	0	2	67	688
Educational travel	15	3	1	8	4	10	7	1	51	372

Table 4.20
First Choice of Type of Experience and Major Influence
1985 Data (In Percentages)

	Family	Friends	Teacher	Contact with For. Stu.	Lang. Courses	Other Acad.	Interest in Intl. Events	Career Goals	Get Away	N =
Program sponsored by U.S. educational ins.	18	8	3	8	18	10	20	13	1	653
Direct enrollment in foreign program/ins.	22	9	7	7	18	7	18	11	2	117
Independent study for credit	23	8	0	10	15	7	27	10	2	62
High school exchange	12	5	2	30	32	0	12	7	0	57
Paid or voluntary work/ internship	14	13	1	11	8	6	30	15	3	146
Visit/live with family/friends	38	11	1	14	8	2	17	6	2	217
Recreational travel	33	26	2	4	6	4	19	2	6	437
Educational travel	22	9	5	11	10	6	30	6	1	172

Table 4.21
First Choice of Type of Experience and Major Personal Goal
1984 Data (In Percentages)

	Improve Acad. Perf.	Improve For. Lang.	Knowledge of Country	Have Fun	Meet People	Improve Self-Conf.	N =
Program sponsored by U.S. educational ins.	18	29	38	8	4	4	1054
Direct enrollment in foreign program/ins.	19	34	31	4	7	5	191
Independent study for credit	21	28	34	4	9	4	127
High school exchange	3	25	50	7	9	6	117
Performance arts/ sports exchange	17	3	29	34	11	6	35
Paid work	2	13	57	14	6	9	228
Voluntary service/ internship	22	9	49	7	9	5	59
Visit/live with family/friends	5	17	39	29	8	2	319
Recreational travel	1	6	38	47	6	2	690
Educational travel	5	15	57	9	7	7	370

Table 4.22
First Choice of Type of Experience and Major Personal Goal
1985 Data (In Percentages)

	Improve Educ.	Improve For. Lang.	Knowledge of Country	Have Fun	Meet People	Improve Self-Conf.	N =
Program sponsored by U.S. educational ins.	38	22	21	7	3	9	660
Direct enrollment in foreign program/ins.	42	24	17	3	3	10	116
Independent study for credit	45	19	16	3	7	10	62
High school exchange	24	27	24	0	3	22	59
Paid or voluntary work/ internship	13	10	38	7	9	23	150
Visit/live with family/friends	11	13	38	21	9	9	220
Recreational travel	6	3	40	40	4	7	441
Educational travel	29	6	45	13	1	7	170

Table 4.23
First Choice of Type of Experience and Trying to Meet People From Different Cultural Backgrounds
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	49	41	8	1	0	1010
Direct enrollment in foreign program/ins.	56	32	10	3	0	182
Independent study for credit	66	26	6	2	0	121
High school exchange	41	42	17	0	0	109
Performance arts/ sports exchange	49	30	21	0	0	33
Paid work	60	33	5	3	0	219
Voluntary service/ internship	49	44	7	0	0	55
Visit/live with family/friends	51	40	8	1	0	303
Recreational travel	45	42	12	1	0	636
Educational travel	58	33	8	1	0	347

Table 4.24
First Choice of Type of Experience and Spend Time With People From Different Cultural Backgrounds

1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	26	43	17	10	3	653
Direct enrollment in foreign program/ins.	37	41	8	11	4	115
Independent study for credit	34	48	12	3	3	59
High school exchange	18	60	19	2	2	57
Paid or voluntary work/ internship	37	45	6	9	3	150
Visit/live with family/friends	36	45	10	9	0	218
Recreational travel	21	46	15	15	3	441
Educational travel	35	52	8	5	1	171

Table 4.25
First Choice of Type of Experience and Seek Out International News

1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	26	46	19	9	1	1009
Direct enrollment in foreign program/ins.	29	45	20	6	1	179
Independent study for credit	48	36	10	6	0	121
High school exchange	15	49	22	14	1	109
Performance arts/ sports exchange	30	24	24	21	0	33
Paid work	39	39	14	8	0	217
Voluntary service/ internship	16	60	18	6	0	55
Visit/live with family/friends	34	44	17	5	1	302
Recreational travel	30	40	21	8	1	631
Educational travel	35	40	18	8	0	348

Table 4.26
First Choice of Type of Experience and Seek Out International News
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	20	47	18	13	2	656
Direct enrollment in foreign program/ins.	29	44	12	13	3	115
Independent study for credit	25	49	19	5	2	59
High school exchange	13	60	22	6	0	55
Paid or voluntary work/ internship	26	55	11	7	2	152
Visit/live with family/friends	23	47	20	10	1	217
Recreational travel	20	44	20	15	2	441
Educational travel	27	50	14	8	1	169

Table 4.27
First Choice of Type of Experience and Influence Career Plans
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	58	27	11	3	1	1006
Direct enrollment in foreign program/ins.	64	21	11	3	1	179
Independent study for credit	68	21	6	0	1	121
High school exchange	48	35	12	5	1	110
Performance arts/ sports exchange	47	21	21	6	6	34
Paid work	53	30	13	3	2	217
Voluntary service/ internship	59	28	7	6	0	54
Visit/live with family/friends	38	31	20	8	4	300
Recreational travel	27	31	24	15	4	628
Educational travel	47	31	15	6	1	346

Table 4.28
First Choice of Type of Experience and Influence Career Plans
1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	41	38	13	5	2	659
Direct enrollment in foreign program/ins.	42	37	18	2	1	115
Independent study for credit	51	29	14	3	3	59
High school exchange	37	37	23	4	0	57
Paid or voluntary work/ internship	45	35	17	2	1	150
Visit/live with family/friends	28	36	22	10	4	219
Recreational travel	16	31	26	21	6	436
Educational travel	28	37	18	13	4	166

Table 4.29
First Choice of Type of Experience and Expect Changes in Relationships
1984 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	23	31	21	18	8	998
Direct enrollment in foreign program/ins.	24	32	21	20	3	179
Independent study for credit	24	29	21	15	11	120
High school exchange	38	35	11	10	6	108
Performance arts/ sports exchange	21	21	35	24	0	34
Paid work	22	28	27	17	5	218
Voluntary service/ internship	22	37	17	19	6	54
Visit/live with family/friends	23	30	22	17	8	296
Recreational travel	16	24	28	21	12	625
Educational travel	18	37	25	16	4	343

Table 4.30
First Choice of Type of Experience and Expect Changes in Family Relationships

1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	10	26	22	28	15	656
Direct enrollment in foreign program/ins.	10	18	24	33	15	115
Independent study for credit	14	22	19	17	29	59
High school exchange	21	41	10	21	7	58
Paid or voluntary work/ internship	11	26	22	23	19	151
Visit/live with family/friends	7	24	22	34	12	217
Recreational travel	4	19	23	33	21	437
Educational travel	5	26	20	36	14	168

Table 4.31
First Choice of Type of Experience and Expect Changes in Relationships With Friends

1985 Data (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Program sponsored by U.S. educational ins.	13	31	21	24	10	655
Direct enrollment in foreign program/ins.	15	31	24	20	10	115
Independent study for credit	14	24	25	14	24	59
High school exchange	19	37	18	18	9	57
Paid or voluntary work/ internship	16	25	25	25	9	151
Visit/live with family/friends	11	24	27	25	12	215
Recreational travel	7	23	27	30	14	435
Educational travel	9	32	21	27	12	165

Table 4.32
First Choice of Type of Experience and Prior Number of Trips

1984 Data (In Percentages)

	None	One	Two-Three	Four +	N =
Program sponsored by U.S. educational ins.	38	24	31	15	1048
Direct enrollment in foreign program/ins.	30	25	25	20	190
Independent study for credit	22	16	33	29	130
High school exchange	62	14	19	5	115
Performance arts/ sports exchange	26	31	20	23	35
Paid work	23	25	30	23	228
Voluntary service/ internship	25	17	29	29	59
Visit/live with family/friends	28	22	22	28	325
Recreational travel	36	18	25	20	685
Educational travel	40	24	21	16	364

Table 4.33
First Choice of Type of Experience and Prior Number of Trips

1985 Data (In Percentages)

	None	One	Two-Three	Four +	N =
Program sponsored by U.S. educational ins.	38	24	23	15	667
Direct enrollment in foreign program/ins.	35	18	21	27	116
Independent study for credit	36	18	27	19	62
High school exchange	48	19	21	12	58
Paid or voluntary work/ internship	36	22	23	20	152
Visit/live with family/friends	35	24	18	23	221
Recreational travel	44	20	22	14	444
Educational travel	40	24	19	18	171

Table 4.34
First Choice of Type of Experience and Intention to Travel
(In Percentages)

	1984 Data		1985 Data	
	Yes	No	Yes	No
Program sponsored by U.S. educational ins.	69	32	67	34
Direct enrollment in foreign program/ins.	76	24	68	33
Independent study for credit	85	15	69	31
High school exchange	40	60	48	52
Performance arts/ sports exchange	70	30		
Paid work	79	21		
Voluntary service/ internship	57	43		
Paid or voluntary work/ internship			80	20
Visit/live with family/friends	77	24	73	27
Recreational travel	72	28	58	42
Educational travel	70	30	73	27

CHAPTER FIVE

SELF-ASSESSMENT OF IMPACT OF PRIOR INTERNATIONAL EXPERIENCES

The final question guiding this overall research project concerns the impact of prior study, travel, and work experiences on the traveling student. Research on the effects of intercultural contact and, more specifically, the international study experience, have produced equivocal results. The specific contribution of this series of studies is to investigate the possible effects of type and length of international experience on the student's perception of the experience's effect. It is generally assumed that the nature of the experience itself--what a student does when in the international setting--and the length of that experience will influence the outcomes occurring because of the experience. Despite these commonly held assumptions, few researchers have specifically compared effects across types and lengths of experiences. Given the paucity of previous empirical studies, research questions, rather than directional hypotheses were posed. The specific research questions investigated were:

Q 1. Is there a relationship between type of international experience and self-assessment of impact?
Q 2. Is there a relationship between length of international experience and self-assessment of impact?

Description of Questions

Those students with a previous international travel experience completed an additional set of questions. They ranked up to three descriptors of their first international travel experience selecting from participation in a program sponsored by a U.S. educational institution, direct enrollment in a foreign educational institution, independent study abroad for credit, high school exchange, performing arts or sports exchange (1984), paid work (1984), voluntary service/internship without pay (1984), paid or voluntary work/internships (1985), visit or live with family/friends, travel emphasizing recreation, and travel emphasizing education. They also indicated the length of the first experience selecting from less than one month, 1-3 months, 3-6 months, 6-12 months, more than one year (1984), 1-3 years (1985), and over three years (1985). Then respondents were asked to indicate their level of agreement to a series of statements on a five-point Likert scale ranging from strongly agree to strongly disagree.

These declarative statements incorporated outcomes associated with international experiences, including the following: increased interest in news of international events; more interested in academic performance (1984); increased interest in improving grades (1985); more interested in learning (1985); difficulty in readjusting to the U.S.; improved self-confidence; difficulty in relationships with family and friends (in 1985 separate statements); better understanding of U.S. culture; better understanding of foreign culture (1985); increased political awareness; made changes in career plans; established long-term relationships with people of host countries; host country members asked questions and student was able to answer them (1984); international experience changed me (1985); and, would like to live in another country again (1985).

Results

In 1984 approximately 1831 and in 1985 approximately 1110 respondents completed the portion of the questionnaire asking for a self-assessment of the impact of their first international experience. Chapter Two reports the numerical summary of respondents' description of type and length of first international experience in Tables 2.21 and 2.22.

The percentage of responses to each of the declarative statements are presented in Tables 2.24 and 2.25.

To test the research questions, a type by length multivariate analysis of variance (MANOVA) was computed, using the declarative statements as the dependent variables. Responses to each of the declarative statements were assigned numerical values with strongly agree receiving a value of 1 and strongly disagree a value of 5; therefore, the lower the score the greater the self-assessed impact. Alpha level for significance was set at .01.

In 1984 the MANOVA, using Wilks' lambda as the criterion statistic, revealed a significant interaction effect between the two independent variables of type and length ($F = 1.29$; $p = .000$). The univariate interaction effects were, however, not significant except for difficulty in readjusting to the United States ($F = 1.99$; $p = .005$) and difficulty in relationships with friends and family ($F = 1.21$; $p = .001$). Using Wilks' criterion, the effect of length on the combined dependent variables was significant ($F = 7.65$; $p = .000$). All univariate analyses of variance were significant for length at the .01 level. The effect of type on the combined dependent variables was significant ($F = 4.17$; $p = .000$) using Wilks' criterion. All univariate analyses of variance were significant for type at the .01 level, except made changes in career plans and ability to answer questions about the United States.

For the 1985 data the MANOVA, again using Wilks' lambda as the criterion statistic, revealed a not significant interaction effect between type and length ($F = 1.03$; $p = .339$). There was, however, a significant main effect for length of experience ($F = 3.99$; $p = .000$), with all univariate effects significant, except for increased interest in improving grades, increased interest in learning, and desire to live in another country. Using the Wilks' lambda criterion, there was a significant main effect for type on the combined dependent variables ($F = 3.65$; $p = .000$). All univariate effects were significant, except for desire to live in another country in the future.

The means for type are presented in Table 5.1 (1984) and Table 5.2 (1985) and means for length are displayed in Table 5.3 (1984) and Table 5.4 (1985).

The significant univariate effects were probed using Duncan's multiple range test for comparing all possible pairs of group means. Alpha was set at .05. This Post Hoc Comparison Test compares the mean scores among the different types of experiences and the different lengths of experiences to determine which of those means are statistically different from each other.

The significant interaction effect in 1984 between length and type in the MANOVA was examined by looking at the univariate analyses for the interaction effects. The only two dependent measures that demonstrated statistically significant interaction effects were difficulty in readjusting upon return ($F = 1.74$; $p = .005$) and difficulty in relationships with family and friends ($F = 1.99$; $p = .001$). This means that in the 1984 data, for these two variables, it was the combined effect of both the type and length of experience which produced the specific effects on the travelers. For all other outcomes, in both years of data, the impact of type and length are independent of each other.

There was a significant univariate effect on increased interest in international events for type of experience in 1984 ($F = 4.78$; $p = .000$; $\text{eta}^2 = .02$), type in 1985 ($F = 7.36$; $p = .000$; $\text{eta}^2 = .05$), length in 1984 ($F = 23.03$; $p = .000$; $\text{eta}^2 = .05$), and length in 1985 ($F = 10.81$; $p = .000$; $\text{eta}^2 = .05$). The Post Hoc Comparison Test of means revealed that those who had gone on performing arts exchanges ($\bar{x} = 2.19$), recreationally traveled ($\bar{x} = 2.11$), and visited/lived with family and friends ($\bar{x} = 2.03$)

had the highest mean scores in 1984. Those on voluntary work programs ($\bar{x}$ = 1.64) and the paid workers ($\bar{x}$ =1.67) showed the most impact with the lowest mean scores. In 1985, the same Post Hoc Comparison Test revealed those who engaged in recreational travel had the highest mean ($\bar{x}$ = 2.32). Those directly enrolled in a foreign institution ($\bar{x}$ = 1.68), followed by the educational travelers ($\bar{x}$ = 1.74) had the lowest mean. In both 1984 and 1985 Duncan's test found that those who had gone for less than one month had significantly higher means ($\bar{x}$ = 2.18 in 1984; $\bar{x}$ = 2.29 in 1985). In 1984 those who had traveled for 6-12 months had significantly lower means ($\bar{x}$ = 1.64).

In 1984 the dependent variable representing educational impact was the statement, "I became more interested in my academic performance" for which there were significant univariate effects for type (F = 4.46; p = .000; eta^2 =.02) and length (F = 6.63; p = .000; eta^2 = .01). In 1985 two statements represented this outcome: "I became more interested in improving my grades" (F = 11.93; p = .000; eta^2 .03) and "I became more interested in learning" (F = 11.93; p = .000; eta^2= .03), with significant univariate effects for type for each. The Post Hoc Comparison Test for the 1984 statement for type revealed that those who had directly enrolled in a foreign institution ($\bar{x}$ = 2.16), engaged in independent study for credit ($\bar{x}$ = 2.35) and worked for pay ($\bar{x}$ = 2.41) had significantly lower mean scores. This result was confirmed in 1985 by statistically significant different mean scores for increased interest in improving grades for those who had directly enrolled in a foreign institution ($\bar{x}$ = 2.16) and done independent study for credit ($\bar{x}$ = 2.67). Responses in 1985 to the statement of increased interest in learning also found the direct enrollees to have lower mean scores ($\bar{x}$ = 1.58) and the highest mean scores were for those who visited/lived with family and friends ($\bar{x}$ = 2.27) and the recreational travelers ($\bar{x}$ = 2.34). In 1984 for length, those going for 6-12 months ($\bar{x}$ = 2.51) and for more than one year ($\bar{x}$ = 2.38) were statistically different than those who had chosen the other lengths. In 1985, both of the declarative statements yielded not significant univariate results for length.

Significant univariate effects for type in 1984 (F = 10.69; p = .000; eta^2 = .05), type in 1985 (F = 11.93, p = .000; eta^2 = .07), length in 1984 (F = 23.27; p = .000; eta^2 = .05) and length in 1985 (F = 10.93; p = .000; eta^2 =.05) and increased self-confidence were found. The type of experience that produced statistically higher mean scores in 1984 was recreational travel ($\bar{x}$ = 2.31) and again in 1985 ($\bar{x}$ = 2.32). Those with the lowest mean scores in 1984 did paid work ($\bar{x}$ = 1.64) and directly enrolled in a foreign institution ($\bar{x}$ = 1.67). In 1985 those with the lowest mean scores had been on a high school exchange ($\bar{x}$ = 1.60), directly enrolled in a foreign institution ($\bar{x}$ = 1.68) and had worked ($\bar{x}$ = 1.69). In both 1984 and 1985 those who had traveled for less than one month registered the lowest impact (1984, $\bar{x}$ = 2.31; 1985, $\bar{x}$ = 2.25). In 1985 the 6-12 month time frame produced the lowest mean scores ($\bar{x}$ = 1.57).

Difficulties in readjustment upon return also yielded significant univariate effects for 1984 type (F = 10.67; p = .000; eta^2 = .05), 1985 type (F = 8.95; p = .000; eta^2 = .06), 1984 length (F = 50.12; p = .000; eta^2 = .10), and 1985 length (F = 26.51; p = .000; eta^2 = .11). Duncan's test of means showed that the recreational traveler had significantly higher means in both 1984 ($\bar{x}$ = 3.86) and in 1985 ($\bar{x}$ = 3.78). Those who experienced the most readjustment difficulties in 1984 were the direct enrollees in foreign institutions ($\bar{x}$ = 2.78), voluntary workers ($\bar{x}$ = 3.05), high school exchangees ($\bar{x}$ = 3.14), and paid workers ($\bar{x}$ = 3.23). These results were duplicated in 1985 with the most difficulty expressed by those who had worked ($\bar{x}$ = 2.91), directly enrolled in a foreign institution ($\bar{x}$ = 3.16), and high school exchangees ($\bar{x}$ = 3.26). Those going for less than one month in both years registered the highest means ($\bar{x}$ = 3.89; $\bar{x}$ = 4.03), followed by those in the 1-3 month category in both years ($\bar{x}$ = 3.57; $\bar{x}$ = 3.62).

Significant univariate effects were found in 1984 for difficulty in relationships with family and friends for type (F = 3.22; p = .0007; eta^2 = .02) and length (F = 16.95; p = .000; eta^2 = .04). In 1985 significant univariate effects were found for difficulty in relationships with family for type (F = 4.60; p = .000; eta^2 = .03) and length (F = 5.61; p = .000; eta^2 = .11): difficulty in relationships with friends by type was also significant (F = 2.71; p = .0087; eta^2 = .02). Length of experience yielded a not significant effect in the MANOVA for difficulty in relationships with friends. In the combined assessment of relational difficulties with family and friends in 1984 for type, high school exchangees expressed most difficulty, with the lowest statistically significant mean score of 3.79, followed by the direct enrollees ($\bar{x}$ = 3.86), those on U.S. sponsored programs ($\bar{x}$ = 3.87), and the volunteer workers ($\bar{x}$ = 4.00). Those on the performing arts exchange had the highest measure ($\bar{x}$ = 4.45). In 1985 those with the greatest difficulty in relationships with family were the direct enrollees in the foreign institution ($\bar{x}$ = 3.53) and those who had worked ($\bar{x}$ = 3.81). A similar pattern emerges in the students' self-assessment of their relationships with friends. The working students had the lowest mean ($\bar{x}$ = 3.72), followed by direct enrollees ($\bar{x}$ = 3.79), high school exchangees (3.96), and the independent study students ($\bar{x}$ = 4.00). In 1984 those going for 6-12 months experienced the greatest difficulty in relationships with family and friends ($\bar{x}$ = 3.46), followed by those whose experience had been 3-6 months in length ($\bar{x}$ = 3.61). In 1985 the less than one month group expressed the least difficulty in relationships with family ($\bar{x}$ = 4.32) and friends ($\bar{x}$ = 4.25).

A better understanding of U.S. culture had a significant univariate effect for type in 1984 (F = 4.16; p = .000; eta^2 = .02), in 1985 (F = 7.96; p = .000; eta^2 = .05), length in 1984 (F = 10.61; p = .000; eta^2 = .02), and length in 1985 (F = 8.86; p = .000; eta^2 = .04). The Post Hoc Comparison Test of Means revealed no statistically significant differences among the types of experiences in 1984, but in 1985 the recreational travelers expressed the least understanding ($\bar{x}$ = 2.37), followed by those who had visited/lived with family/friends ($\bar{x}$ = 2.28). In both years, the length of time producing the greatest increase in understanding of U.S. culture was the 6-12 months time frame ($\bar{x}$ = 1.78; $\bar{x}$ = 1.51).

A dependent measure in 1985 was increased understanding of the foreign culture for which there were significant univariate effects for type (F = 7.57; p = .000; eta^2 = .05) and length (F = 4.05; p = .0012; eta^2 = .02). Duncan's test indicated greater understanding of the foreign culture was produced by those working ($\bar{x}$ = 1.24) and on high school exchange programs ($\bar{x}$ = 1.26). The least impact was for those who traveled recreationally ($\bar{x}$ = 1.65) and visited/lived with family/friends ($\bar{x}$ = 1.62). For length those who had been overseas for 6-12 months had statistically significant lower mean scores ($\bar{x}$ = 1.23) and those with less than one month experiences the highest ($\bar{x}$ = 1.61).

For the dependent measure of increased political awareness, a significant univariate effect was found for type in 1984 (F = 3.47; p = .0003; eta^2 = .02), type in 1985 (F = 7.48; p = .000; eta^2 = .05), length in 1984 (F = 17.45; p = .000; eta^2 = .04), and length in 1985 (F = 11.22; p = .000; eta^2 = .05). The a posteriori comparisons in 1984 for type revealed voluntary workers had significantly lower mean scores ($\bar{x}$ = 1.7), and in 1985 those who had directly enrolled in the foreign institution had the lowest ($\bar{x}$ = 1.5). In 1985 the recreational travelers ($\bar{x}$ = 2.44) and independent study students ($\bar{x}$ = 2.33) assessed the least impact. In 1984 the length which produced the least response was less than one month ($\bar{x}$ = 2.51); a similar result occurred in the 1985 data ($\bar{x}$ = 2.42). In 1984 those with the 6-12 month experiences indicated the greatest increase in political awareness ($\bar{x}$ = 1.86).

Agreement with changes in career plans as a result of the international experience was not significant in the 1984 MANOVA for type. The univariate effect for this dependent variable was significant in 1985 (F = 5.85; p = .000; eta^2 = .04). Univariate analyses for length were significant in 1984 (F = 12.61; p = .000; eta^2 = .03) and in 1985 (F = 10.33; p = .000; eta^2 = .05). The Post Hoc Comparison Test indicated that in 1985 those who had worked showed the most agreement ($\bar{x}$ = 2.59), and those who had recreationally traveled ($\bar{x}$ = 3.50), educationally traveled ($\bar{x}$ = 3.29) and visited/lived ($\bar{x}$ = 3.23) the least impact. In both years, the less than one month time frame was statistically different from other time frames (1984, $\bar{x}$ = 3.32; 1985, $\bar{x}$ = 3.45); in 1984 the 6-12 month time frame produced the greatest impact ($\bar{x}$ = 2.55).

The establishment of long-term relationships with people the sojourner met in other countries produced significant univariate effects for type in 1984 (F = 17.12; p = .000; eta^2 = .08), type in 1985 (F = 14.20; p = .000; eta^2 = .08), length in 1984 (F = 58.97; p = .000; eta^2 = .12), and length in 1985 (F = 36.94; p = .000; eta^2 = .14). Significant differences in group means were found in 1984 for type indicating that the paid workers ($\bar{x}$ = 1.73), the direct enrollees ($\bar{x}$ = 1.96), and the high school exchange students ($\bar{x}$ = 2.19) were most likely to form long-term relationships; the recreational travelers had the fewest long-term relationships ($\bar{x}$ = 3.10). In 1985 those who directly enrolled in the foreign institution ($\bar{x}$ = 1.90) and the workers ($\bar{x}$ = 1.91) had statistically significant lower means, and those who recreationally traveled ($\bar{x}$ = 3.21) and educationally traveled ($\bar{x}$ = 2.88) higher means. In both years, those who had gone for less than one month had significantly higher mean scores ($\bar{x}$ = 3.10; $\bar{x}$ = 3.20).

In response to the statement that the international experience had changed them, there were significant univariate effects in 1985 for type (F = 13.48; p = .000; eta^2 = .08) and length (F = 26.17; p = .000; eta^2 = .11). The a posteriori tests showed that the recreational travelers saw the least amount of change in themselves ($\bar{x}$ = 2.48) as had those who had gone for less than one month ($\bar{x}$ = 2.41).

The final dependent measure which examined desire to live in another country in the future was not significant for both length and type in the MANOVA.

Discussion

The importance of these results for judging the impact of international travel, study, and work experiences on U.S. students rests not only in those types and lengths of experiences which produce greater effects, but also in those types and lengths of experiences which seem to produce similar effects. Students planning an international experience as part of their education significantly affect the outcomes of that experience by making choices about what to do and how long to do it.

Both the 1984 and 1985 data clearly point to a minimal effect on the traditionally identified outcomes of intercultural contact for those engaging in recreational travel. For almost every outcome, in both years, those whose first international experience was in recreational travel assessed the impact to be much less than those engaging in other types of international contact. Those who had gone overseas to visit or live with family or friends also registered less impact on most of the outcome measures. For both of these types of experiences, this conclusion is valid regardless of the length of time spent recreationally traveling or visiting with family/friends.

The length of time producing the least impact is undoubtedly the less than one month experience. These results are consistent in both years and for most dependent measures.

Again, this is basically true regardless of the nature of the student's activity while in the international setting.

The recreational traveler generally moves from country to country (and from city to city) and has interactions with host culture members bounded by role relationships which are service oriented and transitory in nature. Conversations with host nationals are probably directed toward the basic needs of food, shelter and transportation; when conversation moves beyond these surface topics, there is little likelihood that they can be continued later. Recreational traveling does not require sustained interaction with members of a host country; hence fewer opportunites are created to stimulate the travelers' knowledge, political and cultural awareness. The motivation of the students, however, must be taken into account here. Those students who traveled emphasizing education did indicate significantly different impact than the recreational travelers, so the minimized impact of the latter cannot be attributed solely to the type of travel. Rather, students who set out to have fun, without defined educational goals, engage in activities which do not promote sustained or in-depth interaction with members of the foreign culture, and hence will have less exposure to the ideas and experiences which affect the outcomes cherished by international educators.

The short period of time, again regardless of the type of experience has some of the same characteristics. For a genuine impact, more exposure to the foreign culture, people, and heterogeneous ideas is necessary.

The data from the two years present almost as clear and consistent a picture of the types of experiences which produce the greatest impact. Those students who directly enroll in a foreign institution and those working while abroad assess their experiences as affecting them the most. For increased interest in news of international events, increased interest in academic performance and learning, increased self-confidence, increased understanding of the foreign culture, increased political awareness, difficulties in readjusting, difficulties in relationships with family and friends, and the establishment of long-term relationships, students selecting direct enrollment in a foreign institution and working indicate the most effect. High school exchangees also indicated increased self-confidence, difficulties in readjustment and difficulties in relationships with family and friends.

The nature of these types of experiences may simply require more in-depth exposure to the foreign culture. All of the experiences provide the students with defined roles in the society in which they are a guest. The student who directly enrolls in a foreign institution and the student who works also probably need to negotiate more aspects of the host culture on their own without the aid of a program director or facilitator. They are in all likelihood, forced to solve more problems on their own, confront and ultimately cope with the nature of differences between their culture and the host culture. Students selecting this type of experience may also either know or be forced to learn a second language. Either the antecedent condition of second language learning or the experience itself of learning and functioning within the framework of the second language may be critical to the noticeably different impact these students identified. It is conceivable, as well, that there were characteristics in these students' backgrounds which motivated them to select these types of experiences for their initiation into international travel, and these characteristics, combined with the nature of the experience itself, produced the increased effects.

The time frame which seems to produce the most impact is the 6-12 month period. For increased interest in academic performance, better understanding of the U.S. and the foreign culture, and increased political awareness, those whose first experience had been for 6-12 months assessed the impact as the greatest. The shorter time frames may not provide enough opportunities for a student to change and be influenced by the host culture; exposure for longer than a year may make the foreign culture routine. Another potential explanation may be that the longer than a year experience may have taken place at an earlier age when the student was not as open to new ideas and ways of viewing the world.

An alternative means of viewing these results is to examine those that are not significant and do not discriminate between types of experiences. For example, educational travelers were clearly distinct from recreational travelers in their assessment of impact. Those selecting the former as their first international experience definitely saw a greater impact on themselves than the latter. Additionally, those on the U.S. sponsored study program, the independent study for credit students, the high school program exchangees, and the educational travelers all identified similar levels of results.

The same argument can be made when looking at the time frames. This data would suggest that both of the shorter time frames (1-3 month or 3-6 month) produce little discernible differences. The critical cut-off seems to be at least 6 months in the host culture.

There is an important qualifier with respect to the seemingly negligible effect of the shorter programs. The students in this study were setting out on at least a second international experience. While their first experience may have been short and produced minimal self-identified impact, the short-term exposure may have stimulated their desire to participate in additional international travel.

The eta-squared statistic in the presentation of the results provides another perspective on this data. This statistic indicates the amount of the variability in the students' responses that is actually accounted for by the particular variable under study. The eta-squared statistics indicate that the effect of the independent variables of type and length on outcomes, as measured by these dependent variables is moderate. In other words, many factors other than just type and length produce the outcomes under study. But it is important to emphasize that type and length of experience have a small, but regular effect on the outcomes. In these data sets, this statistic suggests that for increased self-confidence, difficulty in readjusting to the U.S., the establishment of long-term relationships with host country members, increased knowledge of U.S. culture and the foreign culture, and increased political awareness are very related to the type of experience the student has. These same outcomes are very much linked to length of the experience. In practical terms this means that if international educators want these outcomes for their students the programs to produce those results are direct enrollment in the foreign institution and work opportunities. Programs 6-12 months in length are also more effective.

Overall, these results must be interpreted within the special characteristics of the population under study. These students are purchasing an International Student Identity Card in anticipation of at least a second international sojourn. It would be reasonable to argue that since they are traveling again their first encounter with other international cultures was positive. As such, their assessment of outcomes may be more positive than a study which also included students who would not choose to travel again. If this reasoning is correct, then the students in these studies may have indicated a greater positive effect than would be displayed by a truly representative sample of all U.S. students who have worked, studied, and traveled abroad.

Additionally, these results are qualified by the nature of self-assessment responses in general. These respondents provided their own determination of the effect of their first international encounter. This survey allows for no behavioral or external measures to verify these self-assessments of impact.

Despite these qualifications, this study does establish parameters by which to look at the various options international education professionals set up for high school and college students, including the traditional U.S. educational institution sponsored programs, as well as the multiplicity of alternatives available to students.

SELF-ASSESSMENT OF IMPACT OF PRIOR INTERNATIONAL EXPERIENCES

Table 5.1
Means of Dependent Measures by Type

1984 Data (In Percentages)

	U.S. Prog.	For. Inst.	Ind. Study	H.S. Exch.	Perf. Arts	Paid Work	Vol. Work	Visit/ Live	Rec. Trvl.	Educ. Trvl.
More interest in news of intl. events	1.74	1.78	1.77	1.83	2.19	1.67	1.64	2.03	2.11	1.95
Improve academic performance	2.64	2.16	2.35	2.71	2.93	2.41	2.87	2.67	2.83	2.60
Improved self-confidence	1.83	1.67	1.93	1.73	2.07	1.64	1.68	2.20	2.31	2.02
Difficulty in readjusting to U.S.	3.27	2.78	3.44	3.14	3.67	3.23	3.05	3.64	3.86	3.56
Difficulty in relationships with family/friends	3.87	3.86	4.05	3.79	4.45	4.05	4.00	4.10	4.15	4.18
Better understanding of U.S. culture	2.03	2.04	2.07	1.99	2.24	2.18	2.32	2.22	2.39	2.15
More politically aware	2.13	2.20	2.00	2.28	2.43	2.27	1.70	2.40	2.44	2.36
Changed career plans	3.09	2.88	3.09	3.28	3.07	2.82	3.14	3.15	3.34	3.22
Established long-term relationships	2.59	1.96	2.30	2.19	2.83	1.73	2.57	2.40	3.10	2.82
Host country members asked about U.S.	1.86	1.98	1.71	1.47	2.10	1.68	2.19	1.97	2.25	2.05
Able to answer these questions about U.S.	2.01	2.26	2.07	1.90	1.83	2.10	2.05	2.07	2.15	2.03

Table 5.2
Means of Dependent Measures by Type
1985 Data (In Percentages)

	U.S. Prog.	For. Inst.	Ind. Study	H.S. Exch.	Work	Visit/ Live	Educ. Trvl.	Rec. Trvl.
More interest in news of intl. events	1.87	1.68	1.83	1.99	1.88	2.10	1.74	2.32
More interest in improving grades	2.88	2.16	2.67	2.81	3.13	2.92	3.04	3.18
More interest in learning	2.08	1.58	1.92	2.03	2.21	2.27	2.01	2.34
Improved self-confidence	1.78	1.68	1.75	1.60	1.69	2.14	1.95	2.32
Difficulty in readjusting to U.S.	3.53	3.16	3.42	3.26	2.91	3.74	3.78	4.03
Difficulty in relationships w/family	4.14	3.53	3.83	4.02	3.81	4.26	4.31	4.32
Difficulty in relationships w/friends	4.11	3.79	4.00	3.96	3.72	4.05	4.07	4.24
Better understanding of U.S. culture	2.03	1.68	2.17	1.81	1.75	2.28	2.01	2.37
Better understanding of foreign countries visited	1.40	1.32	1.58	1.26	1.24	1.62	1.37	1.65
More politically aware	2.02	1.50	2.33	1.97	1.88	2.28	1.97	2.44
Changed career plans	3.05	2.79	2.92	3.02	2.59	3.23	3.29	3.50
Established long-term relationships	2.78	1.90	2.50	2.47	1.91	2.44	2.88	3.21
Think intl. experience changed me	1.90	1.42	2.17	1.66	1.44	2.06	1.96	2.48
Would like to live in another country	1.67	1.53	1.67	1.70	1.69	1.71	1.79	1.91

Table 5.3
Means of Dependent Measures by Length
1984 Data (In Percentages)

	Less than 1 Month	1-3 Months	3-6 Months	6-12 Months	More than 1 year
More interest in news of intl. events	2.18	1.86	1.75	1.64	1.70
Improve academic performance	2.78	2.67	2.72	2.51	2.38
Improved self-confidence	2.31	1.98	1.93	1.67	1.89
Difficulty in readjusting to U.S.	3.89	3.57	2.76	2.78	2.99
Difficulty in relationships with family/friends	4.19	4.09	3.61	3.46	4.01
Better understanding of U.S. culture	2.34	2.19	2.00	1.78	2.14
More politically aware	2.51	2.29	1.98	1.86	2.12
Changed career plans	3.32	3.20	3.06	2.55	3.00
Established long-term relationships	3.10	2.32	2.17	2.10	2.08
Host country members asked about U.S.	2.26	1.79	1.85	1.61	1.89
Able to answer these questions about U.S.	2.20	1.92	2.02	1.88	2.08

Table 5.4
Means of Dependent Measures by Length
1985 Data (In Percentages)

	Less than 1 Month	1-3 Months	3-6 Months	6-12 Months	1-3 Years	3 + Years
More interest in news of intl. events	2.29	1.90	1.93	1.81	1.71	1.90
More interest in improving grades	3.11	2.92	2.79	2.76	2.80	2.78
More interest in learning	2.27	2.17	2.18	2.07	2.04	2.28
Improved self-confidence	2.25	1.92	1.88	1.57	1.76	2.03
Difficulty in readjusting to U.S.	4.03	3.62	3.29	2.88	2.98	2.58
Difficulty in relationships with family	4.32	4.17	3.95	3.78	4.22	3.89
Difficulty in relationships with friends	4.25	4.03	3.82	3.63	3.76	3.64
Better understanding of U.S. culture	2.29	2.15	2.18	1.51	1.80	2.44
Better understanding of foreign countries visited	1.61	1.48	1.52	1.23	1.43	1.50
More politically aware	2.42	2.04	2.07	1.85	1.80	1.92
Changed career plans	3.45	3.17	3.04	2.68	2.63	2.81
Established long-term relationships	3.20	2.45	2.25	1.90	1.90	1.67
Think intl. experience changed me	2.41	1.93	1.66	1.34	1.52	1.44
Would like to live in another country	1.84	1.79	1.64	1.49	1.51	1.34

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

Results of the 1984 and 1985 studies are remarkably similar to the 1983 study. The three years together present a consistent profile of the students selecting the various types of international work, study, and travel experiences. The parallel results in the three years mean that descriptive statements about the background and attitudinal characteristics of these U.S. student travelers and the nature of their intended international experience can be made with a great deal of confidence. This chapter briefly summarizes the similarities in the overall characteristics of these populations. Then recurring patterns identified in the 1983 data report are investigated by looking at the 1984 and 1985 results. Other research findings from the earlier study are examined in these latter data sets. Finally, some policy implications of these findings are presented.

General Characteristics of the Traveling Student

The summary of results presented in Chapter Two in this volume, both with respect to specific numbers and in pattern, are similar to those reported for the 1983 data. In all three years, fewer students traveled internationally in their first- and then second-year post-high school. While a greater percentage did travel in the third-year post-high school, many also traveled in the fourth- and fifth-year post-high school.

Foreign language majors comprised minimally 10% of the students in each year. About one-third indicated their parents speak a second language and had resided in another country for at least a year. In all three years, a little more than one-fourth said they were fluent in another language as a result of formal study. Residential mobility was also virtually unchanged from year to year.

In all three years, most students were going to participate in a program sponsored by a U.S. educational institution, with about one-third of all respondents selecting this as their first-ranked choice. A little more than one-fifth selected recreational travel. The percentages identifying the other options were also very similar from year to year, including 5-6% who directly enrolled in a foreign institution, 3-4% who went on high school exchanges, around 10% who visited/lived with family/friends, and 5-8% who worked. In all three years about 25% were going alone and about 25% were traveling with a few friends.

About 15% were traveling for less than one month and between 45-50% were going for the 1-3 month time frame. Personal savings served as the primary source of financial support for a little more than 40% of the students in each year, followed by help from family and friends at about 38% in all three years.

In each year, having sufficient money was the primary concern of around one-fourth of all students, followed by a concern about language expressed by about one-fifth of them. There was also similarity in those expressing no concerns in the 1984 and 1985 years. Students' personal goals through the three years are more difficult to compare since their response choices differed from year to year. The results indicate that about one-fifth cited improving their foreign language abilities, about one-half selected an option related to improving their education and gaining knowledge of the country they were to visit.

Responses to the statements describing attitudes and behaviors related to international travel also were generally similar across the three years. About 20% in each year strongly agreed they expected changes in relationships with family and friends upon return. From 20-30% said they regularly seek out news of international events. At least one-third expressed strong agreement that international travel experience would influence their career plans.

A close examination of the various "Profiles" of the types of traveling students demonstrates that the similarity which characterizes the overall sample is also true for descriptions of students who participate in the U.S. educational institution sponsored program, directly enroll in a foreign institution, do independent study for credit, work, go on high school exchange programs, visit/live with family/friends, travel emphasizing education, and travel emphasizing recreation.

Recurring Patterns in the 1983, 1984 and 1985 Studies

The analysis of the data collected in 1983 identified several recurring patterns characterizing the background and choices of the U.S. student traveler. An examination of the 1984 and 1985 results reaffirms these patterns.

In 1984 and 1985, as in 1983, there was a strong relationship between language study, language concerns, and the international study, travel, and work experience. Given that foreign language majors comprise only a small proportion of all U.S. undergraduates, the higher proportion (at least 10%) of the students in each year of this study identifying a foreign language as their major decisively establishes the connection between language study and international student travel. Historically, the U.S. educational institution sponsored program has been associated with the study of foreign languages. This research project confirms that link. In all three years, the proportion of the foreign language majors on the U.S. sponsored program has been very significant. This is also true, however, for students who directly enrolled in a foreign institution and did independent study for credit.

The students who selected these options also identified in large numbers foreign language courses as their primary source of interest in pursuing international experiences. They ranked concerns about language higher than all other concerns, except for money. Their personal goals for the trip were centered on improving language abilities.

In fact, at least 15% of all students selecting all types of programs expressed great concern about language (except those visitng family/friends). For personal goals, 10% of all types of traveling students, except the recreational and educational traveler, cited improving language ability as their major personal goal.

Of course, none of this data speaks to the issue of causality. Perhaps, students already interested in international travel are those drawn to the foreign language majors. Given the high percentage of these students who have had a previous international trip, perhaps the initial exposure stimulated the choice to study the foreign language intensively. It is also conceivable that our students express concern about language because their own language skills are poor, rather than because of some recognition of the importance of language. And there is no way to assess, from this data, whether the personal goals stated are actually achieved, or even how serious the attempts are to achieve them.

Despite these qualifiers, the important role of language courses in stimulating, shaping, and encouraging students to pursue the international study, travel or work experience is confirmed by these studies.

A second pattern emerges around parental international residence and language fluency along with respondent language fluency. These respondents are probably unique among their age cohorts since about one-fourth of them see themselves as fluent in a second language through formal study. Direct comparisons of these figures to the overall population are difficult, but most evidence would suggest that the group of students in these studies is more confident of their language abilities than their compatriots.

One factor in their language ability may be their parents' experiences living in an international setting for at least one year. A large percentage (over one-third) say that one of their parents has lived in another country for at least a year. These students also document the importance of family as a major influence in their interest in international travel.

An interesting feature of this pattern is that students who indicate that fewer of their parents speak a second language and have lived internationally for at least a year are more likely to select the U.S. educational institution programs for their study abroad experience. This is also true for the relationships between the respondents' own language fluency and the choice of the type of program. This pattern seems to suggest that the background of parents may create greater interest in international study, travel and work and may affect the type of experience the student selected.

Another pattern the three years of study confirm is the expectation that international travel will play a role in career plans. Only the recreational and educational travelers failed to identify career goals as a major influence for their interest in international travel. Overwhelmingly, students selecting any of the types of experiences agreed with the statement that the intended sojourn would influence their careers.

Students predominantly select the 1-3 month, then the 3-6 month time frame for their trips, regardless of the nature of the experience. Given the results of the portion of this research which studies self-assessment of the impact of first international trips, this choice of the shorter period of time is important because the 6-12 month trip seems to produce the greatest impact. The dominance of the shorter time frame needs to be explored to determine if students make this decision for fiscal or academic reasons. The challenge to international education administrators will then be to confront the issues implied by students' preference for the shorter programs and the minimal effect that results from that choice.

Financial support for the traveling student includes the unique features of significant numbers of students receiving scholarships, and the importance of financial support from family/friends and personal savings, particularly for those going on more formal study programs. Hefty numbers of students identified scholarships and grants as a major source of fiscal underwriting for their trips. These figures confirm the work done by education abroad administrators to make available for international study traditional financial aid sources. The obvious success of these endeavors should motivate those professionals to continue their efforts to develop additional sources of funding, particularly for under-represented students.

The portion of the research project which deals with student self-assessment of the impact of their first international travel experience also produced results so similar in the three years, that it is possible to make some definitive statements about the differential effects of length and type of experiences. The shorter experiences (less than one month) produced dramatically different and minimal outcomes. The 6-12 month time frame produced the greatest outcomes as judged by the students themselves. Direct enrollment in a foreign institution and the work abroad experience are consistently experiences which students judge create the most impact. The recreational travel experience produces the least impact.

Additional Findings Similar in 1983, 1984 and 1985

High school students are traveling in great numbers. The large proportion of high school students may be an artifact of the use of the International Student Identify Card (ISIC) mail application through CIEE's New York office. Nevertheless, the important role that high school international education programs play in the international education scene is certainly documented by this study.

While the majors traditionally associated with study abroad are still important, there are increasing numbers of students from business, the sciences, engineering, and professional students who are participating in international study, travel and work abroad experiences. For example, of those going on the U.S. educational institution sponsored program, 16% in 1985 were business students, the same proportion as the foreign languages. A number of conclusions can be inferred from these results. First, some adaptations in content of study opportunities has already occurred to make it feasible for students from non-liberal arts majors to participate. Secondly, increased attempts to establish programs, assist in advising, etc. should be undertaken to continue nurturing this interest by science and professional students in pursuing international educational opportunities.

These students also overwhelmingly associated their proposed trips with a strong emphasis on knowledge and academic experiences as source and goal for international travel. When asked to indicate source of interest and major personal goal, these students consistently selected knowledge related choices. Although the self-report nature of the information may exaggerate students' claims, the fact that so many are so predisposed to identify learning as important for their overall experience is significant. If students see the international education experience in the context of learning, then international administrators are presented with the challenge of devising means to capitalize on and encourage those interests.

While data was collected on the gender of these students only in 1985, the results from that year attest that international study, travel, and work abroad is an educational experience populated by women. This is true for all types of experiences. Only for those doing educational and recreational travel and visiting/living with family/friends do males even approach a 50% proportion of the total. The causes and consequences of this uneven interest between women and men is purely speculative. But if the effects of international education are positive and powerful, then these results should engender concern.

The 1985 study confirms the popularity of Western Europe, particularly Great Britain and France, as destinations, again across all types of opportunities. Again, this result may reflect the use of the ISIC as the vehicle to collect data. More traveling students may, in fact, go to destinations outside Western Europe. Despite this qualifier, this study establishes a need to give concentrated effort not only to the development of program opportunities to non-Western European locations, but also to the issue of encouraging students to seek out programs to these destinations.

Finally, the students in all three years indicated prior international experience and intent to travel internationally again in the next two years. This finding documents a radical shift in the current student populations' approach to international education. Students now expect to have repeated opportunities to engage in international work, study, and travel. The planners of study, work, and travel programs must take into account the prior exposure of students to the international setting.

Policy Implications

The purpose of this research project has not been to formulate recommendations to international educators about the substance and direction of programs. Nevertheless, the preceding summaries of recurring patterns in the data and the specific research findings which are consistent throughout the three years, suggest the reconsideration of a number of issues.

Traditionally, the bulk of fiscal resources and staff energy in the U.S. institution of higher education is devoted to setting up and running study abroad programs administered by that university. Often colleges and universities cooperate in consortiums for study abroad programs. Most campus study abroad advising centers are better able to assist a student, through information and services, with an application to a study abroad program sponsored by their own or another U.S. educational institution. Generally, it is much more difficult for a student to get assistance for direct enrollment in a foreign institution, independent study for credit, and work abroad. Information for those planning on traveling is usually even more limited.

The profiles of the traveling U.S. student in 1983, 1984, and 1985 recommend a reexamination of these priorities. First, the data on the impact of the first international experience suggests that the greatest effect occurs among those directly enrolling in a foreign institution or working while abroad. If the intellectual and personal goals articulated for international educational exchange are being met through the options of direct enrollment and work, then devoting greater resources to them certainly seems logical. Services which would provide more information, facilitation of the planning of an academic program compatible to the home institution's requirements, and assistance to the student in planning and orientation are needed.

Additionally, the traditional priorities of U.S. educational institutions should be reexamined in light of the large numbers of students expressing knowledge goals for their international sojourn. These students specify goals and concerns which can be interpreted as seeking out the international travel experience as a complement to their overall educational goals. Yet, few services, such as orientation and advising, are available to students traveling, working or even studying on other than the U.S. sponsored program. International education administrators could capitalize on the predisposition of these students to cast their international experience within the context of learning goals.

The three years of profiles also suggest policy implications for the role of language training in student predeparture orientation. The students in all three years expressed great interest in improving language skills and concerns about their levels of linguistic competence. Much has been written about the sad state of language learning among the U.S. students, and the population in general. Nevertheless, these concerns about language present an opportunity for international educators and language teachers alike to devise new ways to teach, at least rudimentary language skills to the traveling student. Typically, language training has only been a concern for those on the U.S. sponsored program. Perhaps, attention to the development of language skills, even if they are superficial, for students setting out on other opportunities, would result in more long-term interest in language learning.

There is a definite need to develop international opportunities for students from other than the humanities, liberal arts, and foreign languages--in other words, the sciences and the professions. The data shows substantial interest in international opportunities for students in these fields of study. Nevertheless, the numbers of students from these fields of study, given their proportion of all U.S. students, are still weak. Innovation in program content is needed. Flexibility in development of alternative types of programs, supported by staff and monetary resources, is needed. For example, work programs directly tied to a particular professional area of study could be developed.

The data with respect to optimum program length poses problems. The 6-12 month time frame produced the greatest effect in students on their first international experience. There was little, if any distinction, between the 1-3 and 3-6 month experiences. Yet, students prefer the latter two time frames. Clearly, this poses a dilemma for the planner of the international program. The decision of students to go for the shorter periods of time should be studied to understand the basis for their preferences. Perhaps there are factors which could be easily and directly addressed to make it possible for them to participate in the longer length program.

The dominance of Western Europe as a destination is troubling at best. It is probably an artifact of our cultural and historical ties to Europe. As well, it probably reflects the preference of the U.S. education institution to set up their own study abroad programs. The monitoring and control which accompanies this type of program is difficult to achieve in non-Western destinations. Yet, if international education is to be truly "international" the Eurocentric emphasis of our programs and consequently, our students, must be addressed. Exploring alternative ways of providing university support for the full range of opportunities that can be made available to students would be one way to encourage an increase in U.S. student travel, study, and work to non-Western European destinations.

The greater attraction of these international opportunities to women rather than men also poses a difficult challenge. These studies do not provide information on the reasons why women are more interested in international education than men. Further research should obviously be done to pursue causal explanations. For the short term, the development and support of greater diversity in the international education alternatives available to students might serve to attract greater numbers of men.

Conclusion

The profiles of the traveling U.S. student that emerge from data collected in 1983, 1984, and 1985, begin to provide a picture of who these students are, what types of international educational opportunities they pursue and the impact of such experiences. The descriptive data base from the three years provides an excellent first step in understanding the U.S. student abroad portion of the international educational landscape. Given the paucity of previous descriptive research on this group of students, the nationwide scope of the project and the method of administration of the questionnaire which mandated simple questions with simple response choices, these results are limited. The findings suggest many questions, many dilemmas, many challenges. The familiar plea for more research is present here as well. The combined results of this first nationwide study of U.S. students, who study, travel, and work abroad, however, lay a solid foundation for researchers and practitioners to continue the exploration of this important subject.

APPENDIX

I.D. CARD/WORK ABROAD PROGRAMS
1984 Application/Questionnaire

Note Your Reply Here

The intent of the following questionnaire is to provide complete services to student travelers by gathering statistical data on U.S. students who purchase the I.D. Card and who plan to travel, work or study abroad. The Council would appreciate your taking a few moments to complete the questionnaire. Response to each question is optional. Thank you very much.

☐ **1.** Current year of study; **A** high school; **B** 1st year post high school; **C** 2nd year post high school; **D** 3rd year post high school; **E** 4th year post high school; **F** 5th year post high school and/or graduate study.

☐ **2.** Current or intended field of study: **A** foreign language; **B** fine arts; **C** social sciences; **D** liberal arts; **E** education; **F** engineering/physical sciences; **G** pre-professional; **H** professional; **I** vocational; **J** graduate.

☐ **3.** Do either of your parents speak a second language? **A** yes; **B** no.

☐ **4.** Have either of your parents resided for at least one year in a country other than the United States? **A** yes; **B** no.

☐ **5.** Do you consider yourself fluent in any language other than English as a result of formal study of that language? **A** yes; **B** no.

☐ **6.** How many times before the age of 18 did you change your place of residence from one city/town to another city/town? **A** none; **B** one to two; **C** three to four; **D** five or more.

#1 #2 #3 ☐ ☐ ☐ **7.** What are you going to do on this trip? Rank in order of importance the three major purposes with #1 being the most important purpose. **A** participate in a program sponsored by a U.S. educational institution; **B** enroll without the assistance of a U.S. educational institution in a program at a foreign educational institution; **C** independent study abroad; **D** participate in a high school exchange; **E** participate in a performing arts or sports exchange; **F** paid work; **G** voluntary service/internship without pay; **H** visit or live with family/friends; **I** recreational travel; **J** educational travel.

☐ **8.** How long will this trip be? **A** less than one month; **B** one-three months; **C** three-six months; **D** six-twelve months; **E** one-three years; **F** more than three years.

☐ **9.** While out of the country, will you be primarily: **A** alone; **B** with a couple of friends; **C** with a group.

#1 #2 #3 ☐ ☐ ☐ **10.** Why have you become interested in international travel? Rank in order of importance with #1 being the most important reason. **A** influence of family/friends; **B** contact with foreign students in high school; **C** contact with foreign students in college; **D** language courses; **E** other academic courses; **F** interest in international events; **G** career goals; **H** get away from family/friends; **I** strong personal desire to travel.

#1 #2 #3 ☐ ☐ ☐ **11.** How will you pay for your trip? Rank in order with #1 being the primary means of financial support for this trip. **A** scholarships/grants; **B** loans; **C** personal savings; **D** family/friends; **E** work while overseas.

#1 #2 #3 ☐ ☐ ☐ **12.** What aspects of this trip are you most concerned about? Rank in order of importance with #1 being the most important concern. **A** housing; **B** food; **C** language; **D** adjustment; **E** having sufficient money; **F** meeting people; **G** health; **H** political unrest; **I** homesickness; **J** I have no concerns.

#1 #2 #3 ☐ ☐ ☐ **13.** What are your personal goals in taking this trip? Rank in order of importance with #1 being the most important of your personal goals. **A** to improve my academic performance; **B** to improve foreign language ability; **C** to gain knowledge of the country(ies) I am traveling to; **D** have fun; **E** meet new people; **F** to improve my self-confidence.

☐ **14.** Do you plan to travel to another country again within the next two years? **A** yes; **B** no.

☐ **15.** How many foreign trips have you made previously? **A** none; **B** one; **C** two-three; **D** four or more.

Indicate your agreement with statements 16 through 19 as they apply to you by checking the appropriate answer. **A** strongly agree; **B** agree; **C** no opinion; **D** disagree; **E** strongly disagree.

☐ **16.** I try to meet people from cultural backgrounds different from my own.

☐ **17.** I regularly seek out news on international events.

☐ **18.** I believe that my international travel experience will influence my career plans.

☐ **19.** I expect my international travel experience will cause changes in my relationships with family and/or friends.

If you have never traveled outside of the United States before, you've completed this questionnaire and we thank you.
If you have traveled outside of the United States before, please continue with the second half of this questionnaire.
Answer all of the following questions as they related to your *first* international travel experience:

#1 #2 #3 ☐ ☐ ☐ **20.** What did you do on your very *first* trip? Rank in order of importance, with #1 being the most important thing you did. **A** participate in a program sponsored by a U.S. educational institution; **B** enroll without the assistance of a U.S. educational institution in a program at a foreign educational institution; **C** independent study abroad; **D** participate in a high school exchange; **E** participate in a performing arts or sports exchange; **F** paid work; **G** voluntary service/internship without pay; **H** visit or live with family/friends; **I** recreational travel; **J** educational travel.

☐ **21.** How long were you in the other country(ies) on your very first trip overseas? **A** less than one month; **B** one-three months; **C** three-six months; **D** six-twelve months; **E** more than one year.

The following statements describe some potential effects of travel overseas. Indicate your agreement as it applies to you after your very first experience outside the U.S. by checking the appropriate answer. **A** strongly agree; **B** agree; **C** no opinion; **D** disagree; **E** strongly disagree.

☐ **22.** I became more interested in news of international events.

☐ **23.** I became more interested in my academic performance.

☐ **24.** I improved my self-confidence.

☐ **25.** I had difficulty in readjusting to the U.S.

☐ **26.** I had a better understanding of U.S. culture.

☐ **27.** I became more politically aware.

☐ **28.** I made changes in career plans.

☐ **29.** I established long-term relationships with people I met in other countries.

☐ **30.** I had difficulty in my relationships with family and friends.

☐ **31.** Host country members asked me questions about the United States.

☐ **32.** I was able to answer these questions about the United States.

I.D. CARD/WORK ABROAD PROGRAMS
1985 Application/Questionnaire

Note Your Reply Here

The intent of the following questionnaire is to provide complete services to student travelers by gathering statistical data on U.S. students who purchase the I.D. Card and who plan to travel, work or study abroad. The Council would appreciate your taking a few moments to complete the questionnaire. Response to each question is optional. Thank you very much.

☐ **1.** Are you **1.** male?; **2.** female?

☐ **2.** Current year of study: **1.** 1st year post high school; **2.** 2nd post high school; **3.** 3rd year post high school; **4.** 4th year post high school; **5.** 5th year post high school and/or graduate study; 6. high school.

☐ **3.** Current or intended field of study: **1.** foreign language; **2.** humanities; **3.** social sciences; **4.** education; **5.** biological sciences/agriculture; **6.** business; **7.** engineering/physical sciences; **8.** professional; **9.** vocational/technical.

☐ **4.** Do you consider yourself fluent in any language other than English as a result of formal study of that language? **1.** yes; **2.** no.

☐ **5.** Do either of your parents speak a second language? **1.** yes; **2.** no.

☐ **6.** Do they speak this second language in your home? **1.** yes; **2.** no.

☐ **7.** Do you consider yourself fluent in this language? **1.** yes; **2.** no.

☐ **8.** Have either of your parents resided for at least one year in a country other than the United States? **1.** yes; **2.** no.

☐ **9.** How many times before the age of 18 did you change your place of residence from one city/town to another? **1.** none; **2.** one to two; **3.** three to four; **4.** five or more.

#1 #2 #3 ☐ ☐ ☐ **10.** Where are you going on this trip? Select up to three regions you will visit on this trip, ranking the region in which you will spend the most time at the top. **1.** Africa; **2.** Asia; **3.** Australia/New Zealand/South Pacific; **4.** Canada; **5.** Caribbean/Central America/Mexico/South America; **6.** Eastern Europe/U.S.S.R.; **7.** Middle East; **8.** Western Europe.

#1 #2 #3 ☐ ☐ ☐ **11.** If Western Europe is one of your choices above, select up to three countries you will visit, ranking the country in which you will spend the most time at the top. **1.** Austria/Switzerland; **2.** Belgium/Netherlands/Luxembourg; **3.** France; **4.** Germany; **5.** Ireland/United Kingdom; **6.** Italy; **7.** Portugal/Spain; **8.** Scandinavia.

#1 #2 #3 ☐ ☐ ☐ **12.** What are you going to be doing on this trip? Rank your three major activities with your most important activity at the top. **1.** participate in a program sponsored by a U.S. educational institution; **2.** enroll without the assistance of a U.S. educational institution in a program at a foreign educational institution; **3.** independent study abroad for credit; **4.** participate in a high school exchange; **5.** paid or voluntary work/internship; **6.** visit or live with family/friends; **7.** travel emphasizing education; **8.** travel emphasizing recreation.

☐ **13.** How long will this trip be? **1.** less than one month; **2.** one-three months; **3.** three-six months; **4.** six-twelve months; **5.** one-three years; **6.** more than three years.

☐ **14.** While out of the country will you be primarily: **1.** alone; **2.** with one-three people; **3.** with a group.

#1 #2 #3 ☐ ☐ ☐ **15.** Why have you become interested in international travel? Rank the reasons for your interest with the most important at the top. **1.** influence of family; **2.** influence of friends; **3.** contact with foreign students; **4.** language courses; **5.** other academic courses; **6.** influence of teacher/advisor; **7.** interest in international events; **8.** career goals; **9.** get away from family/friends.

#1 #2 #3 ☐ ☐ ☐ **16.** How will you pay for your trip? Rank your primary means of financial support with the most important at the top. **1.** scholarships/grants; **2.** loans; **3.** personal savings; **4.** family/friends; **5.** work while overseas.

#1 #2 #3 ☐ ☐ ☐ **17.** What aspects of this trip concern you most? Rank your concerns with the most important at the top. **1.** housing/food; **2.** language; **3.** having sufficient money; **4.** meeting people; **5.** getting around when I'm there; **6.** cultural adjustment and homesickness; **7.** political unrest; **8.** health **9.** no concerns.

#1 #2 #3 ☐ ☐ ☐ **18.** What are your personal goals in taking this trip? Rank you personal goals with the most important at the top **1.** improve my education; **2.** improve foreign language ability; **3.** gain knowledge of the country(ies) I am traveling to; **4.** have fun; **5.** meet new people; **6.** become more self-confident or independent.

☐ **19.** Do you plan to travel internationally again in the next two years? **1.** yes; **2.** no.

☐ **20.** How many foreign trips have you made previously? **1.** none; **2.** one; **3.** two-three; **4.** four or more.

Indicate your agreement with statements 21 through 25 as they apply to you by checking the appropriate answer. 1. strongly agree; 2. agree; 3. no opinion; 4. disagree; 5. strongly disagree.

☐ **21.** I spend time with people from cultural backgrounds different from my own.

☐ **22.** I expect that my international travel experience will cause changes in my relationships with my family.

☐ **23.** I regularly seek out news on international events.

☐ **24.** I believe my international travel experience will influence my career plans.

☐ **25.** I expect that my international travel experience will cause changes in relationships with friends.

If you have never traveled outside of the United States before, you've completed this questionnaire and we thank you. If you have traveled outside of the United States before, please continue with the second half of this questionnaire. Answer all of the following questions as they relate to your *first* international travel experience:

#1 #2 #3 ☐ ☐ ☐ **26.** What did you do on your very *first* trip. Rank your three major activities with your most important activity at the top. **1.** participate in a program sponsored by a U.S. educational institution; **2.** enroll without the assistance of a U.S. educational institution in a program at a foreign educational institution; **3.** independent study abroad for credit; **4.** participate in a high school exchange; **5.** paid or voluntary work/internship; **6.** visit or live with family/friends; **7.** travel emphasizing education; **8.** travel emphasizing recreation.

☐ **27.** How long were you in the other country(ies) on your very first trip outside the U.S.? **1.** less than one month; **2.** one-three months; **3.** three-six months; **4.** six-twelve months; **5.** one-three years; **6.** more than three years.

The following statements describe some potential effects of international travel. Indicate your agreement as it applies to you after your very first experience outside the U.S. by checking the appropriate answer. 1. strongly agree; 2. agree; 3. no opinion; 4. disagree; 5. strongly disagree.

☐ **28.** I became more interested in news of international events.

☐ **29.** I became more interested in improving my grades.

☐ **30.** I became more self-confident or independent.

☐ **31.** I had difficulty in readjusting to the U.S.

☐ **32.** I had difficulty in my relationships with my family.

☐ **33.** I became more interested in learning.

☐ **34.** I had a better understanding of U.S. culture.

☐ **35.** I had difficulty in my relationship with friends.

☐ **36.** I had a better understanding of the foreign country(ies) I visited.

☐ **37.** I became more politically aware.

☐ **38.** I made changes in career plans.

☐ **39.** I established long-term relationships with people I met in other countries.

☐ **40.** I think my international experience changed me.

☐ **41.** I would like to live in another country for some part of my life.